DOCUMENT RESUME

ED 424 324 UD 032 587

TITLE	Urban Education: Approaches That Work. Hearing before the Subcommittee on Empowerment of the Committee on Small Business. House of Representatives, One Hundred Fifth Congress, Second Session (March 26, 1998).
INSTITUTION	Congress of the U.S., Washington, DC. House Committee on Small Business.
ISBN	ISBN-0-16-057097-2
PUB DATE	1998-00-00
NOTE	194p.; Serial No. 105-44.
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Academic Achievement; Charter Schools; Elementary Secondary Education; Hearings; Instructional Leadership; Principals; Program Descriptions; *Program Effectiveness; School Effectiveness; *Teacher Expectations of Students; Teacher Student Relationship; Teaching Methods; *Urban Education; Urban Schools
IDENTIFIERS	Congress 105th

ABSTRACT

A hearing was held before the Subcommittee on Empowerment of the House Committee on Small Business to build a record of a lot of things that are working in urban education in high risk zones. In his opening remarks, Representative Souder (Indiana) noted that there is no question but that the best way to combat unemployment and the problems that flow from it is to provide people with the best possible training. For most of the work force, training begins in school. Strengthening basic skills is not exclusively an urban problem, but it is one that is of particular concern in the cities. The purpose of this hearing was not why so many schools are failing, but why some succeed. Five educators who run successful urban schools appeared at the hearing to explain why their schools work. Thaddeus S. Lott, Sr., principal of a charter school district in Houston (Texas), described the experiences of a successful elementary school that used an intensive reading program beginning in kindergarten and direct instruction to raise academic achievement. Vera White, principal of a junior high school in the District of Columbia, achieved academic success with a program that focused on student learning and high expectations and that was supported in a partnership with COMSAT. Comments by hearing participants follow these statements. In the second panel discussion of the hearing, Oscar J. Underwood, headmaster of a Christian college preparatory school (Indiana), spoke about the importance of the educational environment and teacher attitudes. Leah White, administrator of an urban Christian school (Maryland), noted the importance of promoting parent participation and the importance of an atmosphere focused on learning. William Elliott, headmaster of a Christian academy in Philadelphia (Pennsylvania), emphasized the importance of good relationships between teachers and students and the importance of accountability and high standards. Comments from panelists completed the hearing. An appendix contains the prepared statements of the panelists and a letter from Governor George Bush (Texas) about Dr. Lott's Houston school. (SLD)

URBAN EDUCATION: APPROACHES THAT WORK

ED 424 324

HEARING

BEFORE THE

SUBCOMMITTEE ON EMPOWERMENT

OF THE

COMMITTEE ON SMALL BUSINESS
HOUSE OF REPRESENTATIVES

ONE HUNDRED FIFTH CONGRESS

SECOND SESSION

WASHINGTON, DC, March 26, 1998

Printed for the use of the Committee on Small Business

Serial No. 105–44

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

U.S. GOVERNMENT PRINTING OFFICE
47–567 CC WASHINGTON : 1998

For sale by the U.S. Government Printing Office
Superintendent of Documents, Congressional Sales Office, Washington, DC 20402
ISBN 0-16-057097-2

BEST COPY AVAILABLE

UD 032 587

COMMITTEE ON SMALL BUSINESS

JAMES M. TALENT, Missouri, *Chairman*

LARRY COMBEST, Texas
JOEL HEFLEY, Colorado
DONALD A. MANZULLO, Illinois
ROSCOE G. BARTLETT, Maryland
LINDA SMITH, Washington
FRANK A. LoBIONDO, New Jersey
SUE W. KELLY, New York
MARK E. SOUDER, Indiana
STEVEN J. CHABOT, Ohio
JIM RYUN, Kansas
VINCE SNOWBARGER, Kansas
MICHAEL PAPPAS, New Jersey
PHIL ENGLISH, Pennsylvania
DAVID M. McINTOSH, Indiana
JO ANN EMERSON, Missouri
RICK HILL, Montana
JOHN SUNUNU, New Hampshire
JOSEPH R. PITTS, Pennsylvania

NYDIA M. VELAZQUEZ, New York
JOHN J. LaFALCE, New York
NORMAN SISISKY, Virginia
GLENN POSHARD, Illinois
JOHN ELIAS BALDACCI, Maine
JESSE JACKSON, Jr., Illinois
JUANITA MILLENDER-McDONALD, California
DANNY K. DAVIS, Illinois
ALLEN BOYD, Jr., Florida
CAROLYN McCARTHY, New York
BILL PASCRELL, Jr., New Jersey
VIRGIL GOODE Jr., Virginia
RUBEN HINOJOSA, Texas
MARION BERRY, Arkansas
VACANCY
VACANCY

MARY McKENZIE, *Staff Director*
JEANNE M. ROSLANOWICK, *Minority Staff Director*

SUBCOMMITTEE ON EMPOWERMENT

MARK E. SOUDER, Indiana, *Chairman*

FRANK LoBIONDO, New Jersey
STEVE CHABOT, Ohio
PHIL ENGLISH, Pennsylvavia
JO ANN EMERSON, Missouri
JOSEPH R. PITTS, Pennsylvania

JESSE JACKSON, Jr., Illinois
JUANITA MILLENDER-McDONALD, California
DANNY K. DAVIS, Illinois
BILL PASCRELL, Jr., New Jersey
RUBEN HINOJOSA, Texas

AL FELZENBERG, *Subcommittee Staff Director*

CONTENTS

Page

Hearing held on March 26, 1998 1

WITNESSES

THURSDAY, MARCH 26, 1998

APPENDIX

Elliott, William, Headmaster, Timothy Academy, Philadelphia, Pennsylvania 25
Lott, Thaddeus S., Sr., Project Manager, Acres Homes Charter Schools District, Houston, Texas 4
Underwood, Oscar J., Headmaster, Cornerstone Christian College Preparatory School, Fort Wayne, Indiana 21
White, Leah, Administrator, New Psalmist Christian School, Baltimore, Maryland 24
White, Vera, Principal, Thomas Jefferson Junior High School, Washington, DC 6
Opening statements:
Souder, Hon. Mark E. 39
Prepared statements:
Bush, George 42
Elliott, William 45
Lott, Thaddeus S. 92
Underwood, Oscar J. 161
White, Leah 164
White, Vera 167

URBAN EDUCATION: APPROACHES THAT WORK

Thursday, March 26, 1998

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON EMPOWERMENT,
COMMITTEE ON SMALL BUSINESS,
Washington, DC.

The Subcommittee met, pursuant to notice, at 10:05 a.m., in room 2360, Rayburn House Office Building, Hon. Mark E. Souder (Chairman of the Subcommittee) presiding.

Chairman SOUDER. This hearing of the Empowerment Subcommittee of the Small Business Committee is now convened.

For those of you who are not familiar with Congressional hearings, when we have truncated weeks as we do this week, in the sense we are only here for a few days, it is impossible to try to coordinate the schedule. For example, simultaneously I am supposed to be over at a Head Start hearing that I didn't know of when we started this. I am also supposed to be in the Speaker's office in a few minutes, which I will not make, as part of our planning group because the meeting got shifted.

Congressman Jackson expresses his apologies for not being here. He is in a Banking markup at this time where we have the whole credit union banking, community banks, financial services debate going on. In a markup you actually have to vote.

We have a number of Members who will be in and out this morning and we are doing the best we can. But I want to go ahead with this hearing to try to keep it on track and time. What we are trying to do is build a record here of a lot of the things that are working in urban centers and in high risk zones around this country, because too often this is ignored in the process of what we do in Congress. It doesn't get a lot of attention, and we are trying to build a record.

So I want to read my opening statement. We have selected as our topic "Urban Education: Approaches that Work". We have selected this topic and chosen the name for some very important reasons.

There is no question that the best way to combat unemployment and the myriad of afflictions that flow from it is to provide people with the best possible training, as anyone who has been anywhere in the country knows, especially in urban centers. For most of the work force, that training begins in school.

People do not stop learning once they leave school. For all people, except politicians perhaps, learning is a lifelong experience. But all additional training of people of all trades, professions and walks of life that they receive builds on a foundation of skills they already

have. Much of it presupposes more than minimum verbal and computational skills. All of it requires the ability to read at the level of an adult.

We have seen many people later on who may not even have a high school degree or who may have had multiple problems with failure in their life, who then suddenly become successes later. But if they don't know how to read, they don't know where to go to get the information.

It will come as no surprise to members of the audience and this Subcommittee that we as a Nation are not doing all we can to impart these skills. Year after year, in test after test we hear and read that too many of our young people are not performing up to the standards of their grade levels and are falling behind people of their age in practically every other industrialized nation in the world.

This is not exclusively an urban problem. There are too many rural and suburban schools not doing well. But urban schools have to battle many other social ills in addition to the poorly prepared students. Too many of their students live and learn in environments where crime, drugs, alcohol, gangs, and abuses of all kinds are high and adult supervision, positive mentoring and yes, sometimes even love, are low. It is definitely more challenging in those areas, I think we would all grant that.

All my colleagues agree these children need help. We have our disagreements as to what form this should take and what role the Federal Government has. As I speak, there is a lively debate going on in the Senate, and has been for several months now, on school choice, educational savings accounts and vouchers.

Most of you know where I stand on these issues, and most of my friends on the other side of the aisle do not agree with me, but we cannot have an honest debate on these issues unless we are honest with each other. I am reminded of what Mark Twain said about honesty: "Always tell the truth. It will please some and astonish the rest."

Having said where I stand, I will state the primary purpose of this hearing is not to discuss those issues, vouchers, etcetera, although I would welcome opinions the witnesses and Members have about them. Nor are we here to bash public schools or teachers. I have called this hearing to find out not why so many schools are failing but why some schools succeed. My friend Bob Woodson has been a steady drumbeat on this issue: Don't just look at failures, look at successes and try to figure out how to build on the successes.

We know from some of the same tests that I referred to a moment ago that some children are succeeding even in locales where the majority are not. Even with the same characteristics and the same social ills facing them, some schools are producing outstanding results even when entire school districts around them are crumbling. How does this happen?

I have asked six outstanding educators, one had to cancel, so we have five here today, who run successful schools to tell us. Two operate successful public institutions; four run faith-based private institutions.

I have asked them to testify so that others can learn of their work and attempt to replicate it. I have invited them in the hope we in Congress will have enough sense to do what we can to facilitate efforts such as theirs, whether through grants, incentives, partnerships, or staying out of the way. If any of this comes to pass, the Subcommittee will have permanently put to rest the myth that politicians never learn anything. Hopefully, we can learn something.

Now, on the first panel we have two distinguished guests with us today from well-known success stories, and I am looking forward to your testimony. Our first guest is Mr. Thaddeus Lott, Principal of the Acres Homes Charter Schools District in Houston, Texas. Mr. Lott has achieved remarkable things in this city. He has attracted considerable media attention for his unconventional approaches to some basic issues. He was featured on the cover of a recent issue of *Policy Review*. Mr. Lott is probably surprised at how many people find that his common sense approach doesn't seem to be quite so common, as the expression goes, and people are stunned every time you kind of raise it. But it is uncommon. The back-to-basics, hard-work approach to education many times seems unconventional, and I am looking forward to hearing your testimony.

Our second witness is Ms. Vera White, Principal of the Thomas Jefferson Junior High School here in Washington. Ms. White is also a nationally recognized advocate of common sense and hard work. She grew up in Louisiana, and has built a school which serves approximately 800 inner-city students from diverse backgrounds, located in southwest Washington. All students proudly wear their uniforms. There is a waiting list of over 500 students trying to enroll in Jefferson each year. It is surrounded by national museums and monuments, the waterfront, numerous Federal buildings, all of which are significantly used to enhance education.

One of the things we constantly hear are these types of themes in success stories, and I am looking forward to hearing your testimony.

Your full testimonies will be inserted in the record. We have a 5-minute rule that I will be generous with this morning, if you want to go beyond that. I will also insert in the record a letter from Governor George Bush of Texas, which says, in part, "Dear Chairman Souder: I am pleased that the Subcommittee on Empowerment has acknowledged the achievements made by the State of Texas in urban education. Unfortunately, I will not be able to attend the hearing this week.

"However, I am encouraged to know that you will be hearing from Dr. Thaddeus Lott of the Houston Independent School District. I have had the opportunity to visit with Dr. Lott on several occasions and have found his success virtually unparalleled in the area of urban education. Dr. Lott is an outstanding educator who is making a difference in the lives and studies of his students."

We will insert that into the Congressional Record as well.

[The information may be found in the appendix.]

Chairman SOUDER. For both of you, and for other witnesses, we will leave the record open about 7 days. So if there are articles or particular studies, comments that you want to add to the hearing record, part of what happens is then we publish it and they become

like mini books and reference files. For students who study education, for future Congressional hearings, you look and see what witnesses have done. So we are building a record with this in addition to the hearing today.

With that, it is an honor to have you here. Mr. Lott, would you open?

STATEMENT OF THADDEUS S. LOTT, SR., PROJECT MANAGER, ACRES HOMES CHARTER SCHOOLS DISTRICT, HOUSTON, TEXAS

Mr. LOTT. Thank you, Chairman Souder. To Members of the Committee and those assembled, it is indeed a pleasure for me to have this opportunity to share with you some of the things we were able to do with the students at the Mabel B. Wesley Elementary School where I was principal from 1975 up until 1995. Incidentally, Wesley is located in the northwest area of Houston and has approximately 1,100 students, 82 percent of whom receive free or reduced lunch; 93 percent of whom are African-American, with 6 percent Hispanic and the other 1 percent white or other ethnic background.

When I went to Wesley in 1975 I found a situation where we had nonreaders, children who had actually been involved with an experimental program in reading. It was dependent upon the kind of vocabulary the youngsters brought to school, and in a setting like that the youngsters bring limited vocabulary, The first thing I had to do was bring in a skills reader. This enabled the youngsters to have a single adoption as opposed to a split adoption of the reading series one that was for better and higher readers and one that was for children who were performing on a lower level. So we were able to haul station wagon loads of Harcourt Brace readers, which were skills readers, from other places to comprise a reading series that went all the way from 1st grade to the 6th grade.

I think one of the most arduous tasks I undertook, and still do today, is to take a look at the youngsters' folders to ascertain as best as possible from all kinds of indicators, grades, anecdotes, etcetera, what we are dealing with as it relates to the children we are going to teach. We grouped those children, about 700 of them at the time, from the 1st grade all the way down through the 6th grade. If we had six 1st-grade classes, we had six levels of 1st grades. We do that today, and we do that so that we can teach all the children.

It is not so much homogeneous grouping, but we are grouping the children for instruction in such a way that we know their instructional level. If you teach a child above his instructional level, you will frustrate him. If you teach him below his instructional level, you will retard him. So the idea is to use whatever reading series we are going to use, together with all the other kinds of indicators, tests, etcetera, particularly as it relates to reading, to be sure we have these youngsters at a place where we can teach them and it is at their instructional level.

I should hasten to say our school this past year on the TAAS, the Texas Assessment of Academic skills almost 94 percent of the children. We do not exempt children at Wesley in order to look good on the TAAS. The superintendent of schools has said, as a result

of this article and others, that we are going to be testing 100 percent of the children. We are not going to qualify them as special Ed in order to get them out of the test population.

So it is interesting that we have very few youngsters who qualify as special Ed students at Wesley, because we teach all the children. We may have some children who are slow learners, but the idea is that we give slow learners excellent teachers; we give slow learners experienced teachers. We give new teachers the children who already know how to read. The idea is that there are not many new teachers coming in who already know how to teach reading, which is one of the things that led me to experiment by adopting a series which was then called the DISTAR Program. It had actually been proven to work and had gone through some testing, as you will see in Exhibit A.

This is Engelmann's Program, and it was evaluated using about $500 million, I believe, of government money, and as a result it wound up being the best of the nine programs evaluated. So that is the program that we are using. We knew we had two variables; we had teachers in and out and we also had children in and out. So we had two variables, we knew we needed one constant, and that constant had to be a very structured reading program that was based on the phonetic approach to teaching reading.

We have used the program, that particular method of teaching reading, as our core curriculum. On top of that we have laid literature, the Basal reading series, the whole nine yards. The idea is, we know that at the end of 1st grade or at the end of the first year that we teach children to read, they are going to be able to read.

One of the things frustrating to us today, is hearing a lot of talk about the 3rd grade children. I don't know whether they are saying the children need to read by the 3rd grade or whether they are saying by the 3rd grade children need to be on grade level, but we need to do the job right the first time around. If you are going to spend 1 year of a child's time, at the end of that year he should be able to read. So that is what we knew would happen. As a result of that, for the last 10 years we have had the kind of success that we have had.

In the back of my testimony you should have, I believe it is Exhibit B that shows what happened to the youngsters at Wesley the first year that we began implementing direct instruction, which was 1976. If you will notice, we tested them in the spring of 1977, the 1st graders scored exactly a 1.8 on the Iowa Test of Basic Skills; and the 2nd graders, right on the money.

Now, we didn't implement the program that first year because we didn't have the money. Of course we also didn't implement it in all the classrooms simply because we didn't have money to do that. But we did implement it in the classrooms where the children performed on a very low level, and they outperformed the other youngsters that were in the Basal reading program. That is how we knew it would work.

If you look at the bottom, at grades one and two, 90 percent of the children were above grade level and none of them were below grade level. In reading comprehension, 97 percent were above grade level. At the 2nd grade you see the same thing.

Turning the page, you will see in 1979 we went as far up as 3rd grade, and you will see how well the 3rd graders did. The rest of the grade levels that had not had direct instruction, you will see how poorly they did.

One of the things I am most excited about, this my 40th year in education, and will probably keep me from retiring soon, are the results we recently received, which are shown in Exhibit E. This year the Houston Independent School District decided it would use the Stanford 9 test and administer it in the fall of 1997 to establish a baseline to for the spring of next year. We administered the Stanford 9 to 182 elementary schools.

I am most excited about, the result shown in Exhibit E. There were 13 schools that scored from the 80th percentile all to way to the 97th percentile. That means the children were taught to read in kindergarten or they would not have been able to take this test.

Wesley Elementary was the only urban school that scored within that range. As a matter of fact, we tested 169 youngsters and they scored at the 82nd percentile on the Stanford Achievement Test in September. Not in June. Not in May. Which means that this is the only time I will have to get a group of youngsters in an urban school on the same playing field and level as children in the suburbs. If I wait until the 1st grade to start teaching them to read, they are already going to be 1 year behind. All the rest of these schools are schools we have categorized as suburban schools.

So the idea is that we must teach children to read in kindergarten, just as Reid Lyon's report has said. We cannot let children play and crawl around on the floor all day in kindergarten, especially in an urban setting.

[Mr. Lott's statement may be found in the appendix.]

Chairman SOUDER. Thank you very much. We will insert all those exhibits into the record as well. I will have some additional followup questions.

Ms. White.

STATEMENT OF VERA WHITE, PRINCIPAL, THOMAS JEFFERSON JUNIOR HIGH SCHOOL, WASHINGTON, DC

Ms. VERA WHITE. Good morning to Chairman Souder and other Members of the Small Business Committee, the Subcommittee on Empowerment. I am Vera White, the Principal of Jefferson Junior High School, located in Washington, DC, Southwest. I have been there for a long time, 19 years as principal and a number of years, about 5 years before that, as assistant principal.

When I arrived at Jefferson, which is located in the area of urban renewal, our test scores were—the numbers were so low that we didn't want to look at the scores. It appeared that the longer the students stayed in school, the slower they were able to read. The conditions were really difficult to explain, but with the commitment from everyone we were able to change that.

I am particularly pleased, because if you know southwest, it is definitely an urban renewal area, and today we serve five major projects. We serve Potomac Gardens, the ones where the kids are fenced in; and we also serve southwest, as you come across the bridge and you see the gentlemen and the other people there before you get to the wonderful Capitol. But within the confines of that

particular environment, there are just some wonderful children and some exemplary parents and we have tried to bring that out of them.

It has not been easy, but when I went there, I was at Western Senior High School, a very popular high school, with advanced students and this, that, and the other. So it was something that made me want to cry when they said would you please go here, but now I am really happy that I did have those challenges. I guess those are challenges we all take in life, and briefly I would like to share with you what we have done during this time.

We also took the Stanford 9, and there were two schools, Deal Junior High School and Jefferson Junior High School, where our scores were quite acceptable, if you look. I would share that I didn't know we had to bring the documents, but we were not one of the schools where 90 percent of the kids were not reading. We were not one of the schools where 90 percent—in fact, our numbers were much lower. Approximately 20 percent of my students were not where they ought to be in reading. In mathematics the number was about 40. But even at that, we were pleased because that was a new test and it is challenging.

The first thing I did when I got there is, after getting over the shock of having to go to that particular school, was that we established our rules and regulations in terms of just why are we here. I had to do a lot of soul-searching: Just why are you here? I must say my father was a minister and he was always trying to impress upon me why we are here. We are put on Earth for a reason, and I guess this was the reason.

So I decided that my primary business in southwest would really be about learning. I would not deal with the other social issues in the beginning, but basically I let everybody know that our business was learning. So we sat about, and that requires that if your business is learning, that requires that we need to know what should be learned and we need to know how learning occurs. Even when kids living in the projects, and most of our kids do live in the projects, although about 67 percent of them apply for free lunch, but the rest, most of them do. However, at this particular time it is quite different. We have students from all over the city because students apply to get there.

The first thing I did is that if we are going to talk about learning, we need to increase the amount of learning time that students have. So we went about getting together to a committee, and we formed a committee of parents and teachers and community members. I went into the community, I had meetings in the projects for them; then I brought them up to the school and we decided that that would be our business, nothing else, learning, and then we would get other agencies to help us take care of other things.

So as a result of that, we started with a plan. Our first plan was a plan that we all got together and did ourselves, and as a result of our growth, our students started moving. The conditions for our students and parents were quite different. Then I was able to teach students that they could learn, and that if they get that, no one could take that away from them.

So we started the 7:30 classes. We still have them today. We had an extended evening program at that time. We don't have the exact

classes in the afternoons now, but we do have classes in the morning.

The other thing we did was to make sure that we start students taking the higher math. We had two periods of reading. I used a phonics program. I think it was open court. First, we had to train teachers. That was really critical, to train teachers, to beg teachers to take courses to improve themselves, and I took them along with them. I never sent them by themselves. I would go with them to make sure we understood we were all in this together. I also included parents in everything that we did. The parents went to take the courses.

So we started two periods of reading, one teacher across the hall teaching the phonics, the other teaching the directed reading activities. So it didn't bother the students. We identified them, put them in two periods of reading, and then in the afternoons we had a break and we had other activities, the PE and all the others, and then we had two periods of mathematics, and we got out of our school at about 4:30.

Teachers volunteered. They didn't get any more money. We rescheduled them so they could extend the learning opportunities of the students.

Then we started giving them challenging activities. We included them in every activity that was available in the city. We were the first group from the city to win at "Odyssey of the Mind" at that time. We went to New Jersey, and we were really surprised they could do it. But from that point on we started trying to develop within the students the fact, we do care about you, you can really learn, but you have to have pride in yourself.

I must tell you that I am sure it was wrong but I really developed a lot of character, and they developed a lot of character in me also, because you have to extend yourself to get people to understand that the people around you are just as important as you are. That was just so critical to my students. Because, remember, they had been removed from the housing projects. The urban renewal took over and built these high rises, and I had to let them understand that that was something that you should aspire to get but you should not destroy. In the process of doing that, you have to be capable to read and write, and that is what we focused on.

The first time we went through the first round and we looked at the test scores, we had 232 students and approximately 180 of those students were not ready to read, to move forward. In the 9th grade most of them were reading on the 2nd and 3rd grade level, and we just could not let them go anyplace with those scores. We talked to the deputy superintendent and asked for permission to have alternative programs for them. We started a summer program right in the building. I don't know the exact number, but I will send it back to you. More than 180 students had to go to summer school, but it was right in the building.

We didn't just say there it is. We said this is a gift to you so that next year we guarantee you we will work really hard and you will be able to move forward. We did not promote them. It really did look bad on our records, but it didn't matter because the students felt they were really learning and they were going to be the very best.

I have this special way of letting my young men and ladies know they are the very best but yet they must work hard, exhibit good character. That is really important. They will then be the very best. We worked very hard. The teachers worked very hard with them.

I want to rush because I will start talking about Jefferson and get off the time.

Later on, in 1989, we had already achieved quite a bit of success. Then COMSAT, which was a neighbor at that time, decided that they would provide an opportunity for us to become a school of distinction in math and science, and this is when we got support. I think it is important to note that a lot of the inner-city schools could really flourish if they had support from the business community.

It takes a lot of work, but I learned a lot from them because I learned how to plan. So we started by developing a 5-year strategic plan. One key feature in the development of the plan was it required active involvement of everyone. A second feature was that we made sure that everyone knew that we believed that all students can learn if instruction is fashioned to individual learning styles.

We got help from Vanderbilt University and other universities. We developed learning styles, our instrument that would help us to identify how children learn, and then we started really working on this. We are still working on it.

The next feature was an agreement that we would accommodate the learning styles by changing our schedules. We have block schedules. We started block schedules.

Then we changed our curriculum content. We wanted to make sure that we used the museums, because to 16-year-old students in the 7th grade having repeated failures, living in this area, the museums and others meant nothing to them. So we started programs at the Air and Space Museum and with other people.

The next feature was we started our own standards. We said these are the standards: You will not be promoted, and I will share that in the documents that I send to you, unless you can reach this criteria. We were lucky, because we just kept begging people to let us do this.

And we started, and I know it is wrong, but we started by tracking students through Jefferson, trying to find out where are you here; where do we want you to be; whether you are on target; providing support of hundreds of volunteers; and then we went on to track them through high school and through the postsecondary schools.

I was very pleased Sunday at the science fair for the city that one of the young men who won, Julian Breece is from Banneker, but we started his project at Jefferson. We do track them. By doing that we have found that students understand we were there to support them. Our students know where we want them to go and we are working hard to get them there.

We found this works best for us; that we all have to have high expectations. It is not just a word; you have to put in the extra hours. I get to work at 6, before 6 in the morning, and I leave at approximately 10:45 or 11. I am there every Saturday, and I have

a core of teachers and parents who are there also every Saturday. We get no extra pay. Don't want it. Wouldn't bother me. But I do want to note you cannot do it with that 8:30 to 3:30 schedule that most people have. I don't mind giving up the time, and I encourage others to do the same.

We are also trying to make sure the curriculum is relevant; that they use the math. We have our students taking higher math, and they have been very successful. They have gone to Duke on early admissions, to Harvard, to Yale, and other places. I do get a lot of students into private schools on the East Coast because we start taking SAT prep in the 7th grade. We are affiliated with Johns Hopkins University and we work really hard. We used to take our kids over there on Saturdays, but now we have programs in the building.

The classroom environment has changed completely from just reading from the book. We encourage them to have problem solving, questioning, investigating and reaching conclusions. We established, with COMSAT's money, a school within a school, a math-science program that enabled those identified students to take prealgebra, algebra, geometry, algebra II, biology and chemistry, if they qualify.

We have a lot of interactive discipline instruction where teachers work in teams rather than in isolation. Let me give you some barriers to this, please.

One of the things we really focus on is emphasis on application. When your older students cannot sit there and take your reading to them, rather than memorization of facts, and I think that is why we were able to make it on the Stanford 9, there are eight barriers we noticed. I keep bringing this up because it is important in urban areas.

One is the lack of human and fiscal resources. We really need people to be in contact with children.

The second one is the need for constant reteaching of children. They will leave from 1st grade, 2nd grade, 3rd grade, and by the time they get to us, we have to reteach them all over again in junior high school. You spend a lot of time reteaching. Students lose interest.

The next one is the quality of the entry level of students coming into the junior high schools. It really is quite low.

The next one is low teacher expectations. If teachers don't expect anything out of them, they will get just what they expect: Absolutely nothing. So I have to constantly boost the teachers. I appreciate COMSAT's rewards and so forth for teachers and providing opportunities for them to go to workshops. At this moment they are paying for everyone to go to the math workshop nationally.

Another one is the lack of collection and use and flow of information. We could not keep up with the information necessary to make decisions as to how this student would be placed, and the students need to know that on a weekly basis, so we give out two report cards each advisory period. Not just the regular one, but you get one submitted, a complete report card for every child, and then we require individual parent conferences. We arrange parent conferences at 8 o'clock in the morning, we arrange them all through

the day, arrange them at night, some of them on Saturdays, so that parents can be a part of it.

The other barrier was misunderstanding, because perhaps people feel our students just can't learn because of where they live, and that is definitely not true. Basically, our former students have been successful, and many of them have not but the majority of them have. We have tracked them and we are very pleased that we have had the opportunity to work with them.

I think that every student could do this in any community that you are in if we have high expectations, if we provide human support. We get lots of money. It may not get down to us, but if we just get human support, technology infusion. My entire building has every bit of technology one could expect.

The most important thing is teacher and principal and parent retraining. How do we think about how we teach students? You just cannot teach them the same way. This is an age of information.

Another is curriculum instruction. You have to be brave enough to go out and say, "Whether or not you give me permission to do this, I am going to do what is right for my children. You can punish me afterwards, and I will say I am sorry, but we have to make sure our children need to know how to read, write and compute." That is really significant.

The connection between the world of work is just so critical to the students. We are very pleased about EPA and other organizations, and HUD, who help our students.

I think that is about it, except to say we have learned how to surmount most of the barriers. We have looked at them. We are working on it. We are not perfect, but we feel that if every school had a business partnership, not just COMSAT but anyone, that it would help to improve the middle school because the students really need your support at that time.

Our statistics are pretty good and pretty impressive, but then we know within ourselves that we have a long ways to go. We make mistakes and we try to correct them, and we would be willing to share whatever we have done with anyone. I will provide you with the documentation.

[Ms. Vera White's statement may be found in the appendix.]

Chairman SOUDER. I thank you both very much. We have been joined by Congressman Frank Lobiondo from New Jersey and Congressman Joseph Pitts from Pennsylvania.

I am going to start with a few questions, and for the record I just want to ask you, you both outlined some of the reasons for your success, do either of you pay your teachers more than the other schools around you?

Ms. VERA WHITE. No, we are the same in D.C. You have the same pay. Principals, all of us, are on the same scale. However, I have been able to, at the end of the year for the last 5 years, since we have had COMSAT, they have provided the teachers who have made the mark of accomplishing what their goals are supposed to be with incentives.

Chairman SOUDER. Mr. Lott?

Mr. LOTT. No, we do not pay our teachers any more than other teachers, even though they are in a situation where it requires a lot of hard work because of where the youngsters are. We are in

a critical location. One of the things I think we need is more quality teachers. We don't necessarily need more teachers. We also need more money to reward quality teachers and to attract quality teachers.

I am not convinced that because you have a low pupil-to-teacher ratio and more teachers that automatically means quality instruction. I have seen teachers who have had a class of 40 do one heck of a job, and I have seen teachers who have had 20 who failed miserably. We really need to increase the pay for teachers so that we can attract quality teachers and also retain those in settings like ours.

Chairman SOUDER. Both of you work not in private Christian schools but within a public construct. One of the common things we hear is that, oh, well, successful schools like this so clearly cherry pick the students. Is the mix of your student population similar in income and also in family composition to that in the rest of the school systems? Both Mr. Lott and Ms. White?

Ms. VERA WHITE. Well, mine, I serve 5 major projects right in southwest, and southeast now. So my students are just like everyone else. If you look at the test results, you will see the large number of students who are on free and reduced lunch.

I do have kids coming all the way across the city, but they are not anywhere near—the majority of my students are the students in southwest and southeast.

Mr. LOTT. Under no circumstances are our youngsters any of the cherry pickings of any particular group. They are indeed poor, and they are in a setting that to me definitely cries that it is urban. We are working with probably the poorest of the poor in terms of their environment, and socioeconomic level. There is no way that we have any choice as it relates to the youngsters.

Ms. VERA WHITE. I need to mention in the math-science program that we started that we do have some students who would be considered well off, whatever, average. Because most times we will end up with the superintendent's, somebody's daughter. But I guess that would be better. But they all have to be the same. We have a large number of ESL population. Most of the Asians and Hispanics in 7th street are in our boundary also.

Chairman SOUDER. I know you said Thomas Jefferson had a waiting list, and I presume there are a lot of people trying to get into your school, too?

Mr. LOTT. There are still parents lying about their addresses. We have trouble with that. About 50 youngsters are not in our attendance zone as it relates to the school, neither as it relates to the school district, but they use all kinds of methods and ways of getting in the school.

Chairman SOUDER. Partly what I wanted to get to here, clearly you both use phonics and intensive intervention, both of you have character education just kind of built through the whole type of thing, creative ways of teaching, but many people try to downplay that by saying, oh, well, it is because of the people you are getting into your school.

Is there, to some degree, a self-selection process? Both of you stressed a parental involvement and the importance of that. Did you get the parents interested in doing this or is because the peo-

ple are selecting those schools partly because those kids already have parental advantage?

Ms. VERA WHITE. In my particular case, we cannot do it. You keep them on file. The parents line up at night, on whatever the day, Sunday before, and stay out there to be first, second, third, fourth or whatever. It does not matter. You have to take them in the order in which they apply, and that is for the record and it is there for anyone to see. So we don't screen them.

I really work to make sure my parents know that you must put in at least 25 hours in here. I don't care what you are doing, if you are monitoring the halls, you can be anywhere. I cannot do this by myself. I also want parents to know no urban center can change things unless parents are part of it.

Mr. LOTT. In our situation there is no selection. The children just come. As a matter of fact, we have a lot of mobility, students in and out, and so we definitely could not pick them. But what we do is this, we empower children with the skills that it takes for them to independently do the work that is required, and they do it at a higher level of mastery on every grade level.

Now, parents bring their children to Wesley simply because we teach them to read. At different grade levels, even in 1st grade, we are going to find youngsters who have attended other schools where they have not been taught to read. The higher up you go, the more children you see that did not attend our school in 1st and 2nd grade. By the time you get to the 5th grade, you may have as many as 72 percent of the youngsters who did not attend our school in 1st grade.

There is a lack of standards on every grade level, and this is the same with almost every school in every school district in this country. We have not established a body of skills and knowledge that youngsters should know and possess before they move from one grade level to the next. So as a result, we get youngsters all the way up through middle school who are far below, maybe reading on 2nd or 3rd grade level.

In the 6th grade level of the middle school which I am supervising an analysis was conducted to determine the level of performance of all elementary schools, that feed into M.C. Williams Middle School. What we found is 80 percent of the youngsters that went to the middle school in 6th grade were below the 50th percentile and only 20 percent were above the 50th percentile. Their grade level scores ranged all the way from 2nd to the 5th grade level.

So there is no way that we are being selective. The other important thing is that until we do establish these standards for promotion per grade level and stop socially promoting youngsters, they are not going to get to middle school at the level they should be. The middle school will have an impossible task in terms of trying to move those youngsters that far before they get to the high school level.

Chairman SOUDER. A brief comment. I appreciate the point that you have made about the mobility, because anybody who has been into urban schools realizes this huge turnover question is a major problem facing every school. Just when you are starting to make progress, often, and if you get the parents involved with it, they

want to move to a nicer area, in many cases, or get out, and it becomes a real a constant problem of reeducation.

I wanted to touch on one other thing before I yield to the other members, and that is, I am on the Education Committee and we are having a Head Start hearing this morning, and I am, among others, very concerned because Head Start was initially supposed to prepare and catch up with the lower income families who may not have the same opportunities that say my children do, where I am there pushing them to read and so on.

Do you think that is occurring in the Head Start programs? Because I presume many of the kids in your schools have been through a Head Start program. What would you do to make that program a more effective preparation for your kindergarten and elementary schools?

Mr. LOTT. What I would be sure, to do particularly in kindergarten is ensure that youngsters have an opportunity to learn how to read.

In our 4-year-old program, for instance, we have a situation where we are heavily into language development. Because in order for a youngster to understand, they have to be exposed to language, vocabulary, et cetera, which sometimes youngsters in a neighborhood like mine, are not really immersed in language or talked to a lot. They don't have sentence patterns. They are not in situations where the parents maybe talk a lot to them. So they need a language-rich environment, particularly with the 4-year-old program. We cannot fail in starting as early as possible, even as it has to do with early childhood development and the program that you just mentioned, Head Start.

One of the things that has happened to us in public education is that every now and then there comes, I call it some educational jargon that tends to get us off track. For example "whole language," wherein it was decided we didn't need to teach phonics. Now we know we need to do both. Then we had the buzz word "developmentally appropriate practices" in early childhood. This said, in essence, that you are not supposed to teach a child anything that he is not "developmentally" ready to do.

You could not do it if you tried. It is like to trying to lead a horse to water. You cannot make him drink. It was a dumb statement, but what it meant was this: Don't do academics in kindergarten. So we are still fighting that battle now. There are people out there fighting us, saying children do not need to be taught academics in kindergarten, and they do. They need to be exposed to readiness and reading.

As a matter of fact, I have just shown you that in an area like mine, the only time I will have a chance to get my children on the same playing field and level is in kindergarten, because all kindergartners come to kindergarten bright and exuberant about learning academically. When it comes to brainpower, they are just as good as children anywhere, but it depends on what we do with them in kindergarten.

If I don't teach my group of children to read in kindergarten, they are never going to be on the same playing field as children in the suburbs. Children in the suburbs came to school reading, or

they taught them to read in kindergarten, so if I wait until first grade, my children will already be 1 year behind.

I cannot overemphasize the importance of beginning reading in kindergarten. Our superintendent is saying we are now going to teach them. We are not going to let them crawl around under the guise of developmentally appropriate practices and do whatever they want to do. We are going to teach.

The other thing we must remember is that teachers are paid to teach, and we are paid to teach children to read. Parents are not paid to teach children to read, and we should not be in the business of hiring these outside firms to do the job that we are supposed to be doing. That is what public education is about, and that is what we should be doing.

The idea is especially true in a neighborhood like mine. Head Start and everything needs to be actually implemented. A lot of times these small child care facilities have been doing a better job of teaching children reading than we have done in the public schools. So the idea is this: That children need to be taught to read as early as possible, beginning with Head Start.

Chairman SOUDER. Mr. Pitts.

Mr. PITTS. Thank you, Mr. Chairman. Thank you, Mr. Lott and Ms. White for your testimony.

Mr. Lott, I believe in your testimony you mentioned that you have received teachers who recently graduated, who often don't understand how children learn to read or how to teach them to read. Could you expand on this? How do you think this dilemma could be addressed at the university level?

Mr. LOTT. At the university level I think we need to understand that we need to do both things: Phonics and literatures we need to, first of all, stop this dichotomy between whole language and phonics. Let us bury the hatchet and understand that we have to do both.

Children best learn how to read using the phonetic approach to teaching reading. That is not to say we are going to negate writing, that we are going to negate literature or all the things that whole language people espouse. As a matter of fact, excellent teachers have always done that; that is nothing new.

But the first thing that we need to do in our universities, in our big city school districts, and in the curriculum departments is to cut out this dichotomy and let us understand that we are going to do a balanced approach to reading. We are going to meet the needs of children in terms of whatever it is, whether it is a big dose of phonics or less phonics and more reading practice. We are going to let the children's strengths and weaknesses determine what it is that needs to be taught as it relates to reading.

That message needs to be sent to the colleges and universities. As a matter of fact, I will say this to you: Barbara Foreman, who is one of the experts in reading and who has done a lot of research, more or less had to leave one of our local universities because she was 180 degrees in opposition to what they were espousing. She had to move to Baylor University to continue in her work, even though it has been proven that what she has said is really actually what has been happening.

The universities, you have to understand, have had 20 years or more for people like this to get entrenched, so we are asking them to change. What I am saying is we are going to have to change, and we are going to have to change how we teach our teachers to teach reading. They need to have the kind of methods that will enable them to teach when they get to schools. They need more of what and how. They need methods. In most instances, most universities do not teach methods.

Even as far back as 1975, which is the reason why I chose the program I chose, I knew that when it came to how to teach children to read that teachers were not coming from universities knowing how to teach reading. So what we have to do now, is to develop onsite strategies. That is what every school has to do to really address the problem. We have to develop onsite strategies for teaching teachers how to teach so they will be successful in the classroom, they will not fall through the cracks, and the children will not fall through the cracks.

So we are going to have quite a job. In the individual school districts, if they really understand what the problem is, they will have to come to terms with creating their own solution to the problem. While we try to bring on board these teaching institutions and get them to understand the problem that we are faced with and get them to at least change their strategies, to go along with us in doing a balanced approach.

Mr. PITTS. Ms. White, would you like to add anything?

Ms. VERA WHITE. Yes. Because of my location, we serve a lot of the student teachers from Howard, American U, and George Washington, and others. Since at the particular building I am in every teacher has to demonstrate that he or she is a teacher of reading, what we do is we do a lot of training.

We were surprised, when the student teachers came to us the first time many years ago, that they had absolutely no knowledge of how to teach reading. So that is the purpose of our staff development committee. We found and talked to a number of them at the universities, I think Howard is now requiring them, because we always have student teachers from them, and American U, and GW, requiring that they do something with training teachers in all disciplines, because it is interdisciplinary.

In the junior and middle schools you have to do a lot of reteaching, and if you are going to reteach, you have to teach the skills of reading to reteach. So it is important that the universities know that every teacher must be a teacher of reading. They have to teach them how to learn to read themselves first and how to write, and then how to teach the other students how to write.

In the District of Columbia for the last four or 5 years they had something where they would let students just pass until you get to the 4th grade and then they would say you don't pass now. So you can imagine we have any number of students who have not had the experience of being successful at reading. So it is important that whatever we do, that the students learn how to read early.

Reading is a lifelong job, it is a lifelong chore, and all of us need to know how to read. We ought to be a community of readers. So it is important that you get to them as early as you can. When you get to college, you will find that there are a group of people in col-

leges that were not taught how to read when they were in school, because all they were doing was just taking the courses. They didn't have anybody to teach them how to read themselves.

There are a lot of people who really cannot sound out words, cannot spell. I know spell check is important, and all the other things that we have, but it is important that we make sure that all of our institutions that are training teachers get them to be secure within themselves, and then they can teach the students.

You know—and then I am going to stop—reading, you have to develop a love for reading in children, because if you don't there is something, now we are talking about emotional intelligence, if a student does not have that desire to read, you don't make them know this is the way you do it. You build one success on the other, then they want to. So the student teachers really must know how to teach reading in all disciplines.

Mr. PITTS. Parental involvement. I have heard a little bit of your mentioning that you encourage parental involvement. What are some of the things that you do to encourage parental involvement in your school or in the education process, or in reading to their children?

Mr. LOTT. Well, I think parental involvement certainly is necessary. I think, though, that we need more parents encouraging and getting over to their youngsters this idea of the fact that education, period, is going to be their key to success. That is not what we are hearing a lot of as much as I did when I was growing up. That this is, in other words, your passport to a better life. I don't think we are hearing enough of that. That is what I would like for parents to do.

I would like for parents also to support what schools are trying to do as it has to do with educating their children. I am not impressed with stumbling over 500 parents as I step out. That doesn't impress me at all. I am impressed with two things: Parents actually working with their children in such a way they know how to act when they come to school, and that when we call, we need their support. I am impressed with that. That, to me, is the kind of parental support I really cherish.

I am also impressed when they have conveyed to their children how important it is to get an education, such that the children are motivated, and they have given the children all it takes in terms of materials, etcetera, for them to be able to achieve in school. That is about as much parental involvement as I want.

Ms. VERA WHITE. I make it a part of my orientation. It is in the handbooks that parents are required to put in a number of hours. But we use them to read to children. Children have to read. Our students have to read 25 books a year. They can, right now they can get articles from the Internet, and we want parents to supervise that. We have a schedule for parents coming in and signing in, and they read to children during the lunch period, during other periods of the time. They work with the teachers.

We also want parents to be out making sure our kids are safe, and basically to go on trips with our kids, because we do walking tours to all the museums; to read to five students during the lunch period; take five students to the museums during that time and to expose our students.

Really this year I am pushing them to read, and they do come in and read to the students. It is really difficult when you have a 15-year-old boy in the 7th grade who does not want to read in class. He is ashamed. So one-on-one he can read with somebody's parent. I would particularly like to have the males come in, because this is the inner city, where at least 85 percent of our students are from single parent homes where mothers are there. I know them because I go to the communities. I am in the community night and day.

So I am trying to bring people in to work with the parents to make them understand what education is all about.

Mr. LOTT. Let me say one more thing about the reason why I am saying what I am saying. I know in reality that most of the parents who could come to school would be the ones who really have to have a job. They are out working. The other thing is that they are having a tough job making it.

What I want and what we do, is empower children so well at school, that, if they don't have anybody to read to them at home, they can read. They can do their homework. Someone should be there encouraging them, saying this is great. But just in case, our children have the self-esteem of knowing they are so good themselves that in case they don't have it, they still work up to mastery. In many instances that is not going to happen, so they are good in spite of their parents.

Ms. VERA WHITE. We also have training programs. Last year for parents, we have all this technology in the building, so COMSAT made time available for parents who wanted to come to be trained to learn how to use the technology, and also to provide other resources for parents so that they can help their children learn how to read.

It is just difficult, and I could truly tell you that some of these parents I have, the students I have now are children of people who were with me the first time I met them at Western Senior High School, and the parents didn't know how to read then. It is my fault, I am sure, but I am trying to correct it by making sure they are involved now and seeing the value of reading, so it is a continuous cycle.

I have grandparents and others. You can look at whole streams of parents and you say, good, if I get one person out of this family to read and to learn how to read. So you have to encourage them to come in the afternoons and use the technology to get the GED; to have people to work with them.

Mr. PITTS. As a former math and science teacher, one thing that I understand is it is very hard to teach without discipline. How do you handle discipline problems?

Mr. LOTT. Our discipline is handled in such a way that we have very few discipline problems. When children succeed at learning and they are so busy working, because they have the skills to do the job you have given them to do, they don't have time to get into mischief.

So our solution has been teach children so well that they make 90 or 100 on anything they do, which means they can do what you give them to do. They feel good about themselves. Whenever you give them an assignment, they are going to complete that assign-

ment, and they are going to be successful at learning, which increases their self-esteem. They want to be good. They don't want to give you a problem. They are waiting for the next assignment.

One other thing I want to say, in terms of what we have done. Here again a strong administrator has to find solutions to problems that they have. One of the best things we ever did for the number of new teachers we have had come on campus, and also experienced teachers, is to use some flexible staffing and to release two outstanding teachers that serve as lead teachers. That means they can go in and model for teachers on the spot.

Most beginning teachers have problems with classroom management and also knowing how to teach. So we have people onsite who are able to do staff development and able to do training. The idea is not to let any teacher fall through the cracks. Our teachers come in early work late in the afternoon, five, six o'clock. They come in on Saturdays, because they understand we are looking for a thoroughbred, not a nag. They understand also when they come on that campus, that if they are going to stay at that school, they will have to be able to perform at that level. You won't have to tell them to. If they don't, they will leave automatically.

The way you get competent teachers is that when they come on board, and naturally, they are going to need to innately have the ability to teach, but you are also going to have to provide onsite monitoring, staff development and assistance. That means turning a professional loose. When necessary, who can go into the classroom and teach for the beginning teacher for 5 days, until she catches on to the whole thing.

Ms. VERA WHITE. I am quite different. I am inner city, and I do have junior high students ranging in ages from 11, 12 to 17, and we have to take students who have been incarcerated back if they live in the neighborhood. So I do have discipline problems sometimes.

But I think I am about the only school that you can walk in the door without the metal detectors, until General Becton said this year you will have them, so I do have them on the sides. We do have some problems, but my problems are taken care of immediately. We do teach character education, responsibility. I do all of that. But the first time you are warned and you are given support. The second time we visit your house. Your mother comes with you or your father comes. If they can't, we will go there. There are three of us. I have no problems, night or day.

We do have problem students who get caught stealing, students who have sold drugs. There is no place else in southwest for them to go but Jefferson. I value that opportunity to try to do better, because if we leave them out on the streets, they are just going to get worse and not make any better. So what we do is make sure that we let them know that you have three chances, we provide you with support, we take care of you and make sure—everyone wears a uniform there, so it is easy to tell who is there.

Our attendance is about 97 percent. We have the highest attendance in the city for junior high school, so they want to come. They don't want to sit at home. But I can truly tell you they do get involved. Not very many. We had probably—usually I don't have any more than six or seven suspensions.

I hired a psychologist rather than a counselor for them, for my 9th grades. I have a full-time psychologist, full-time social worker, which means I mean business. I am not playing. I have a security person in the building. I don't need a lot of other things because I can go to your house. But after the third time, you are out of there, and I will fight to make sure I provide someplace else for you with support. I have no problems. I don't have a full time policeman. They are on call. But the students know what is expected.

I must tell you I spend lot of time with that character development, and they look at me sometimes, but once you let them know and it gets out into the community that I am coming to your house, nobody wants you to come there too often.

And the second thing, when they get out of jail, they know I am there to support them. I am sorry, I know people don't want me to do that, but I have to find a way to help them. In the classrooms you can walk in any time in the building, there is no problem. But they do things in the community and think they bring it to the school. We probably will have maybe one or two fights a year at the beginning of the year, and that is it, because they are out of there.

Mr. PITTS. Thank you very much. Very encouraging to hear your testimony this morning.

Chairman SOUDER. I want to thank both of you. I hope that I can visit your schools. One of the most important things that we can do is get out and see it.

Ms. White, if you can give us some additional information on the character education program, too. I have been in St. Louis, Miami, Baltimore, a number of cities, looking. It has been fascinating some of the innovations done with that over the years. A lot of time you hear talk it is hopeless, and you two are proof that in two of our biggest cities that are struggling with this, it is not hopeless.

You have given us some discouraging information today, when we just did a huge higher Ed act, about having to retrain teachers. That is discouraging. We need to look at how to have preparatory things like Head Start and kindergarten programs be more effective.

You have talked about the problem of inadequate promotion, the types of education we are doing. But we are a newly created Subcommittee here on empowerment, looking at how people can take more control of their own lives, how we can more empower people, particularly in urban areas and rural poverty, to address those problems. It starts with education and the ability to read, and you are proof it can be done and that the abilities are there. If we can figure out how to develop that, that will lead into the other things. So thank you for your personal commitment and impact in your communities.

Ms. VERA WHITE. Thank you for this opportunity. I want to talk to you about discipline for 1 second. Just 2 days ago something happened in the community. My doors are always open. I am not afraid of the students or the community.

One of the young men who were involved in something in southwest came up to me just 2 days ago, at night, and said, "You know, Ms. White, I know I did wrong." He doesn't go to Jefferson any more. A long time ago. But his mother is out of town. He says, "I

know they are looking for me. Will you go to the police with me?" I said, "I certainly will."

That is one less person that is not on the street. When he gets out, I am going to make sure that I get him in a program somewhere so he won't be out on the streets holding up you and anybody else who walks in southwest. So it is important, even though we have discipline problems, that we find some alternatives for them so they can know that somebody cares enough.

Everybody was laughing yesterday about the fact that, you know, he decided to wait till dark to come to me. Of course, my family sometimes gets concerned, but you have to let students know there is someone out there that cares or the education you are trying to get will be of no value. We have to make sure they are educated.

I wouldn't spend any more money. Well, I can't say that, because we might have to have some students here. But the money we put on security, I would really think about putting educational programs in. Then you wouldn't have to have all that security.

Chairman SOUDER. Once again, thank you for coming and thank you for your leadership. We hold you up and honor you for that.

Ms. VERA WHITE. Thank you for that. I will get the information for you.

Chairman SOUDER. Thank you.

On the second panel, if you could come forward, we have Dr. Oscar Underwood of Fort Wayne, Indiana; Mr. William Elliot of Philadelphia; and Leah White, Baltimore, Maryland.

The first witness will be Dr. Oscar Underwood. He is headmaster of the Cornerstone Christian School, a good friend and brother, and I wanted to have him here today. He is formerly from the public schools, Indiana public school teacher of the year; former principal in the public schools, and has founded a school in Fort Wayne that is an amazing story in itself, and we are looking forward to having your testimony.

Leah White is the administrator of the New Psalmist Christian School. She is coming here today to share some of her experiences and some of the impacts on her school, and we appreciate that.

And the third witness is Mr. William Elliot, headmaster of Timothy Academy in Philadelphia, who operates an outstanding institution in the neighborhood that has experienced many difficulties we have already heard about. Looking forward to your testimony, and if, Dr. Underwood, you could go ahead.

STATEMENT OF OSCAR J. UNDERWOOD, HEADMASTER, CORNERSTONE CHRISTIAN COLLEGE PREPARATORY SCHOOL, FORT WAYNE, INDIANA

Mr. UNDERWOOD. Yes, good morning. I would like to begin with the statement that I have prepared, because that would simply set the stage for what I have to say.

It is with tremendous gratitude that I appear before you today to testify on behalf of the millions of Americans of all races whose ancestors came to this country and found a land that was sensitive to the need for all of its people to be empowered in their attempt to achieve dreams and unlock potential. When we examine the origin of America, we discover that systematically and consistently people who braved the harsh conditions and risked everything, in-

cluding their lives, came to this country in the hope of finding a place where their dreams could be cultivated and eventually realized.

I have a problem in education because I hear statements like "teachers teach" and we think that is the end of the process. It is not. Education is a covenant. It is a contract between us as a Nation and the people who we serve. Teachers can teach all day long, but until learners decide that they are going to respond in an appropriate manner to what is being taught, we are not going to see information become knowledge. Information only becomes knowledge when it enters the heart of an individual because they see the relevance of it.

At Ralph Mitchell Elementary School, during the 9 years that I was principal there, it was in the poorest section of the State of Indiana, even outside anything in Gary, where I principaled. It was terrible. I remember the first day I came into that school and I looked at both directions at the intersection of the hallway, and I heard kids yelling and screaming at one another, I heard teachers yelling at students, I heard children playing the game of calling names and so forth. I saw one thing that was absent that would make all the difference in the world, beyond high expectations, beyond tough discipline, beyond all of those kinds of things, yet all the extra money and all those kinds of things we say we need in order to effectively reach students, the one thing that I saw was missing, I saw young people and I saw teachers who had no hope.

And we can talk about everything else, but if I leave this Committee today and do not cause us to look at the origin of this country and why these people came from Europe, why the Puritans risked everything, left England, went to Holland, eventually came to the Americas, even with my people who came unwillingly, yet they stayed, and through their blood, sweat and tears invested themselves and their offspring, such as myself, into this Nation, the legacy of this Nation.

I believe that what we need to be looking at is not only cognitive domain, we need to look at the effect. We give students skills. What about the tools? What good is it to know phonics, what good is it to know whole language or how to tie your shoe, what good is it to know all of those things if you don't have a desire to do anything with it? First it starts with the fact that somebody has to instill in you that there is a better hope for you, there is something that you can accomplish in this world that people need, and that will make a difference.

I think in my approach I like to look at what Socrates did. The Socratic method for me is the answer to a lot of our dilemmas today. We do a lot of things to students, but we do not teach them how to question. We don't teach them to question life or relevance. Why am I doing this? What good will come out of it? How can I help and inspire other people by doing this?

Dr. George Washington Carver had an excellent poem that I require my students in this process to memorize and to recite at the beginning of every day, and it says:

"Figure it out for yourself, my lad. You've all the greatest of men have had, two arms, two legs, two hands and two eyes, and a brain to use if you would be wise. With this equipment they all began,

so start from the top and say I can. Look them over, the wise and the great. They take their food from a common plate, with similar knives, and forks, and spoons, with similar laces they tie their shoes. The world considers them brave and smart, but you've all they had when they made their start. You can triumph and come to skill, you can be great if you only will. You're well equipped with life, but He, lets you decide what you want to be."

You have arms and legs and a brain to use, and the people who have risen to do great deeds began their lives with no more than you.

"Courage must come from the soul within, people must furnish the will to win. So figure it out for yourself, my lad. You've all that the greatest of men have had. With your same equipment, they all began. Now believe in your dreams and say I can."

What I believe is that the environment is the sixth man for any educator. If we construct an environment that is physically attractive and physically warm and physically generates ideas that, look, you are special, that there is nothing in this world that you cannot do—because, by the way, I have never met a child in 30 years of teaching that I couldn't teach. So I am not good when it comes to barriers like ADD and all these other excuses, because I ask questions like, OK, I have this question for you: Where were all these excuses 100 years ago in a one-room schoolhouse when one teacher taught 50, 60 kids from 1st grade through grade 12? Where were all these excuses?

I believe today what we have is a lot of people in education who are not there for the kids, and that makes a difference. It has to become a mission field. It has to be a place where you feel that you have got so much to offer that you just don't want to go to your grave with it all in you, so you would rather inspire someone else and share it and put it in other young people who in turn can go out and touch lives and cause this Nation and this world to be better.

So while I really believe that while cognitive domain is important, for example, in 7 years at Cornerstone Preparatory School, we have had a 100 percent graduation rate. One hundred percent of our kids have been accepted to college. Eighty-five percent of them are still there, as far as that is concerned. They are doing well. Zero percent involved in any criminal activities with the courts. In fact, we have accepted students that the courts asked us to take because other schools were not able to help them.

But something happens when a young person walks into an environment that says "I can," that "I can make a difference," that you are treasured and that you are important. So at Cornerstone, what we have done? We have married the cognitive with the effective, and the testimony to it is the fact we have young people who are in love with learning, and therefore they believe they can make a difference in this world.

[Mr. Underwood's statement may be found in the appendix.]

Chairman SOUDER. Thank you very much. That was very inspirational. I can see why you lit a fire in Fort Wayne and other cities you go into.

Ms. White.

STATEMENT OF LEAH WHITE, ADMINISTRATOR, NEW PSALMIST CHRISTIAN SCHOOL, BALTIMORE, MARYLAND

Ms. LEAH WHITE. Yes, I am Dr. Leah White from New Psalmist Christian School, and I would like to thank you, Mr. Souder, Chairman, and all the other officials for having us share. I brought my students and two staff members, and I would hope that at some point you would allow each student to just give a one-line testimony. I think that it is important to hear from adults the difference that schools make and what schools need, but I think that we need to also ask learners. They know what a difference it has made in their lives.

For the past 27 years I have been involved in education. I was formerly a teacher, a supervisor, and an administrator in the public school sector. Consequently, I know the difference and the needs of both public schools and private schools. One of the things that I found when I went to New Psalmist Christian School—and I went there at its inception, I was a part of the committee that initially did the design of the school, did all of the research, which God led me to—one of the things I learned is that the teacher makes the difference in the setting. If you have teachers who believe that teaching is a ministry for them and not a job, then they will give everything that they have to make sure every child learns.

I don't believe that there are children who cannot learn. I believe that there are teachers who are not skilled enough to teach. We have to give everything that we have to make sure that students learn adequately. I believe that through teaching children we impact their future and the future of generations yet unborn, we reduce the crime rate, we increase the quality of life in our communities, and we give our community hope for the future.

Through our intervention in Christian schools we have been able to influence children and prepare them so that they go to Ivy League schools. We don't send our children stomping at the Ivy League schools' doors; they come to us and ask, "Do you have any students this year?"

Our school has a budget that I am sure you would cry if you heard what we spend and wonder how we make it, but we garner the resources of our parents. One of the criteria for having your child at our school is that you have to be an involved parent. Unlike many schools, most of our fathers are more involved than our mothers. Our fathers stand on the door daily, they volunteer, our parents do homework checks, they read to students, they help students. Every day a parent is in our building. That is a requirement.

Our grandparents volunteer every day. They are organized and are called the Grand Doves, and they are instrumental. They can do anything. They plant gardens with children and teach them how to make homemade ice cream, because we feel that if children do not learn things that are applicable to life, then they don't retain the knowledge. There is no purpose in my learning how to add and calculate if I am not going to make it applicable in my personal life.

We started off with 35 children and we have moved to now 144. Next year we will have 160 again. We have been able to maintain a shoestring budget but provide quality academics. One of the things that would help us greatly is if we would have corporations

that would do partnerships with us to enable us to get more resources.

We do not have a psychologist, so I have to play psychologist. My secretary is a pseudo nurse and doctor. Everyone on the staff is a family. We are all family, and that is the kind of atmosphere we teach our children to live in; that we are our brother's keeper and that you are responsible not just for your academic growth but for your spiritual nurturing. Through a spiritual and Christian environment, our students have been able to thrive and do extremely well.

We have students at Morehouse, Spellman, Lincoln, Morgan, Coppin, the University of Maryland, and we are very proud. Most of our students, whatever private institution they go to, they are on the dean's list, the principal's list.

We have, unfortunately, had one student who had a brush with the law, regretfully. He did not matriculate through the entire school process because he was a problem student there. What we know is that when we look at students, we can tell whether they are going to make it, because if they can make it there, they can make it anywhere.

We have zero percent tolerance on violence. My students know from the first day if you are involved in a fight everybody goes home. If your mother told you to fight back, good, then your mother understands why you have been sent home to stay with her, because we do not have the time to spend with discipline. We have come to learn. We are serious about our job, committed to our students, and we require commitment on both their part and the part of their families.

[Ms. Leha White's statement may be found in the appendix.]

Chairman SOUDER. Thank you very much.

Mr. Elliot.

STATEMENT OF WILLIAM ELLIOTT, HEADMASTER, TIMOTHY ACADEMY, PHILADELPHIA, PENNSYLVANIA

Mr. ELLIOT. Mr. Souder and members of the Subcommittee on Empowerment, it is an honor to have been invited here to testify at this hearing being held by the Subcommittee on Empowerment. Some of what I will share about our approach to education may be creative; most is just hard work, care and love, which, when shared with children in the inner city, help them perform to their fullest potential.

I am a public school educator. All educators are public school educators. Somehow we have been taught to think in terms of private versus public education instead of education for all the public, whether the child goes to a school owned by the government, owned by a religious institution, or owned by a group of citizens who have joined together to meet the needs of the children in their community.

Right now in Philadelphia, where my school is located, we have a war going on between the government-run public system and the legislature in Harrisburg. The superintendent, Dr. Hornbeck, has threatened to shut down the government system. The legislature, in return, has threatened to take over the entire Philadelphia

school district. The local district wants more money. The State says the district has enough money.

As a leader in a very small school in North Philly, I have been concerned about the educational problems facing inner-city children in our neighborhood. The more I understood the problems, the greater my concern. I knew our school would be able to help only a handful of children.

Therefore, I developed an idea in the spring of 1994, "The Viable Alternative", that would help as many as 25,000 poor children in Philadelphia obtain a good education and make economic sense to the business community. It would not cause any increase in taxes, it would not lay off any government teacher, and it would save the city $1 billion. It was specifically designed to help the children of the poor in the inner city obtain a quality education. It would also provide economic redevelopment for the city.

Why should I try to help other children in the city of Philadelphia? Why should I get involved in city politics? I have my education and a job. So do my children. But my belief structure directs me to help. My ideas are sound and constitutionally legal. I know that we are doing something right at Timothy Academy that needs to be made available to the poor who desire to have our services. Let me tell you a little bit about Timothy.

The graduates from Timothy Academy are now being recruited by well-known high schools. The "why" may be succinctly stated from The Middle States Association of Colleges and Schools, which wrote in 1994 saying: "Timothy Academy has done an unbelievable piece of work during self-study as well as the action plan. This school is one of the poorest of our registered schools. It provides an unbelievable service to a broad spectrum of disadvantaged students."

To understand how Timothy Academy has developed a reputation for producing a quality graduate from the "Bad Lands" or "No Man's Land" of North Philly, one must understand what we believe and who we are.

We believe that God is our creator. We believe that God has revealed Himself to us through the scriptures and that there is truth and absolutes. We believe that man, including the children we teach, are created in God's image. The children who are created in God's image can learn, produce, be creative, be trusted, be obedient, and meet their God-given responsibility. We believe that God has called our faculty and staff to serve at Timothy Academy and to serve with dedication. We fully expect our students to meet the expectations placed before them.

Such a philosophy or set of beliefs sets the stage for discipline, meeting homework expectations, building solid working relationships between students and teachers, and seeing many of the students reach their fullest potential.

This educational philosophy is not new or creative to this country. When Harvard was founded, the reason for founding the school included the Puritan determination not to leave an illiterate ministry to the churches. One rule observed in the college was, Let every student be plainly instructed, and earnestly pressed to consider well, the main end of his life and studies is to know God and Jesus Christ as the only foundation of all sound knowledge and

learning. These religious convictions were the moving force to establish many quality educational programs then and now.

Times have changed. I attended a seminar at Harvard in 1992 entitled "Children at Risk," which had much of its focus on education in the inner city and what worked. The analysis from the leaders of that seminar included such things as not only are the children at risk, the professors at Harvard are at risk. We have removed the teaching of morals and ethics for the last 30 years and those concepts must be returned to the curriculum. At Timothy Academy the mission is still clear: To provide quality Christ-centered education to the North Philadelphia community.

In practical terms, how does this work? Let me suggest four general concepts with some illustrations:

We have good relationships with accountability. Everyone who is involved at Timothy Academy is held accountable. We teach from the scripture that we are to obey the authorities over us. This applies to the student-teacher relationship, the teacher-administrator relationship, and the administrator-board relationship.

Relationships and accountability are not done in a vacuum of obedience for obedience sake. It is done in the context of serving one another in love. Therefore, the administrator becomes the servant of the teacher as well as the teacher's boss.

The staff put in long hours. One staff member arrives daily before 6 a.m. This is a commodity which cannot be purchased at a starting salary of $12,500.

Students are held accountable for their homework. Homework is assigned every night, on weekends and during the breaks. Reading lists are assigned during the summer. Summer work becomes part of the fall academic grade. Written notes are sent to the parents about test scores and homework. Parents must sign the note and return it to the teacher.

We have a unity of purpose. Every one of the staff members must be a committed Christian.

Our teachers are teachers. The teachers set the pace for the classroom.

Our teaching philosophy is teacher-centered. The teacher is the leader and has the authority.

Our curriculum is under constant review. The workload is heavy because there is a commitment to improve the school. We emphasize the basics, including a phonetic approach to reading.

We require high expectations for the students. We set a standard of excellence. We strive for it. We demand it. We communicate those standards with the parents, including four report periods, four interim reports, two required parent-teacher conferences, signed homework assignments and signed test results, etcetera.

Due to our strong educational program, it is not uncommon for some of our 8th grade students to score post-high school scores on their SAT's, which is given each spring. This is in the context of our school being in the "Bad Lands" of North Philadelphia, an area that has made the front cover of Newsweek and Time magazine for its poverty, drugs and crime.

We are constantly involved in a proclamation of hope. The prophet Jeremiah proclaimed God's message to Israel saying: "I know the plans I have for you, declares the Lord, plans to prosper you and

not to harm you, plans to give you hope and a future." We teach hope to the students at Timothy Academy. Without hope and a vision, kids from the city perish.

That hope is conveyed in many ways. We work hard at building relationships with quality high schools so that our graduates will have a selection of excellent options for their high school experience. Our teachers build in-depth friendships with the students.

We teach the students that they are unique creations with special gifts which were given to them by God, their creator. We teach them love and that we are to love one another in self-sacrificing ways. Therefore, the atmosphere created by the staff is not only one of the staff loving the students, but the students loving each other and caring for each other.

And we pray. Our staff meets each morning before the start of the school day to pray for one another and to pray for the students. The educational program is more than just an academic job. It is a spiritual issue. It is learning how to help these students cope with life when not all is well and to trust God with the circumstances which cannot always be easily understood.

I am aware that this Committee hearing is looking for ideas that work and can be replicated in other schools. I am also aware that the religious context of Timothy Academy cannot be reproduced in government schools. What can easily be reproduced in our educational system is the freedom of choice. There are many good government and private schools. Parents should be given the freedom to select for their child a school that works well.

If we could think in terms of public education as education serving the public, then we could separate the funding issue and let the tax dollar for education follow the child no matter what school that child attends. If that were to occur, and there was freedom of choice, then improvements would happen quickly.

For example, we all remember the recent problems faced by the American automobile industry. Cars from Japan were a better quality for fewer dollars. America's people started to buy foreign. That caused both problems and challenges. The challenge did not hurt the American automobile industry. Quite the contrary took place. Major improvements were made by the automobile industry and we now have quality cars produced in America.

Imagine the revolt we would have had in America if the government had required all Americans to only buy a Ford Edsel. Such is the case in inner-city America. The poor have no financial means to purchase a quality education, and the education being offered many is like the Edsel, doomed to failure.

Let the 105th Congress target the poor in crowded inner city government schools across this country. Give the parents of those children, who have no financial options, a choice. Experiment in Philadelphia, or a similar city, and allow 25,000 poor kids a choice. Assign the educational tax dollar to follow them rather than assign a child to a particular government school. The results will be dramatic, as it was in the automobile industry. Give the children a chance to learn in an environment which is safe, full of love and care from a dedicated staff.

Then the educational institutions, facing competition between schools, would dramatically start to meet the needs of the child in

the inner city or face the possibility of downsizing. The good government and the good private schools would survive and get better. Parents would select the schools that worked best. The bad schools, government or private, which do not help the child reach their fullest potential, would face the tough market issues of fewer clients. The child would benefit, the society would benefit, the family would benefit, local businesses would benefit.

I encourage this Congress to act to help the poor children of the inner city. Enact a GI bill for elementary and high school students in the inner city. There is a GI bill for college-age students and there is a child care bill for young children. Enact a GI bill for school-age children in the inner city. They have fought a war too long without help.

As I share these thoughts with you, a recent article, "Cease-Fire in Simple City" in Newsweek on March 16 reminds me of the issues in this presentation. When I shared the concept of "The Viable Alternative" with leadership in Philadelphia, I was told by many that it was a great idea. One leader also told me, as great as the idea was, it means nothing if no leader is willing to implement it. He doubted that any leader in Philadelphia would be bold enough to be the first one to implement this idea.

In the article "Cease-Fire," the youth are quoted as saying: "We all wanted to stop. Of course we did. But wasn't no way you could go first." I encourage Congress to go first and lead the way for the poor youth in the inner cities across our great country. Give the kids in the inner city a fighting chance by providing the method and the means to choose a better school, be it government or private, be it religious or secular, be it urban or suburban. Hard work, opportunity, hope for the future will make dramatic changes in the educational posture of the poor which no superficial curriculum change or change in methodology could ever make.

Thank you.

[Mr. Elliott's statement may be found in the appendix.]

Chairman SOUDER. I thank you each for your testimony. We have been joined by Congressman Chabot of Cincinnati, Ohio, also a former teacher.

Before we start the questioning, I want to say in response to Dr. White's comments that we will, at the end of the questioning, have each of the students—we have never really done exactly this before, but I think they have been very attentive, and we will let them each make a couple of statements. We will set this up at the end, because I think it will be an interesting finish to our hearing.

Mr. Pitts.

Mr. PITTS. Ms. White, you stressed the importance of teachers in your schools. How do you recruit committed, qualified teachers?

Ms. LEAH WHITE. We have used the media, we use bulletins in churches, we solicit, we personally recruit persons we know who have been outstanding Christian teachers in the public sector and have asked them to come on board.

Mr. PITTS. You mentioned your desire for corporate sponsors for your school. Have you looked into that possibility?

Ms. LEAH WHITE. Yes, we hired this year, November the 1st, a development officer. One of the problems that we find, as we try to write grants and proposals, is that most corporations do not

want to provide funding to religious or faith-based institutions. They do not mind if we have a 503 that has no relationship to the church or the school, but they are not willing to give us moneys, and we are not willing to compromise and lie just to get the moneys. So we are in a Catch 22.

We have exciting programs that we know will improve the quality of education and will make us a state-of-the-art school in the city for inner-city children, but yet we cannot find funding.

Mr. PITTS. Let me raise what has become a dirty word in some quarters: homework. How much do you give? Any of you can speak to this. How have you motivated your students to continue their studies after the bell rings? Have you enlisted parents as your partners who pick up where you leave off?

Ms. LEAH WHITE. Well, I will speak first, since the mike is closest. We have homework every day except for Tuesday, and that is our down day. There are no hard content academics taught on Tuesdays. We do all of our, what we call softer content on Tuesdays. But our students have homework every day.

They have three major projects that are school-wide from 2-year-old students through 5th grade that are due every year, the same time. Teachers have projects that are required monthly. Parents are expected to spend at least two-and-a-half hours on homework for children in primary grades, perhaps 3 hours on homework for children in upper grades at least. Every teacher is to give homework every day. The first hour after school for all students who stay in our after-school program is devoted to homework.

Now, homework for primary grades may be reading with your parents, as a part of what the teacher has given, but every teacher must give homework.

Mr. UNDERWOOD. In order for our students to complete their contract, from 2 years up they have to do homework. When we set our curriculum up, we set it at a grade level higher than our public school counterparts across the board. In order for like the 2-year-olds to be taught to read, which they are reading, parents must spend time with them.

Now in the high school they have homework every night because they have about three papers due every week. With the elementary, they have homework every night but Friday.

Mr. ELLIOT. We require it. It is understood. It is a matter of fact, just like eating is every day, and the teachers make sure the kids do it. It is paperwork for the teachers. It might be more involved for the teachers than it is for the kids, to keep track, to make sure they do all of it, but from kindergarten on up they must do it every night, and weekends included.

Mr. PITTS. Several of you mentioned instilling hope. Dr. Underwood, what is the greatest barrier that you face in instilling hope in your students?

Mr. UNDERWOOD. I think that it is the fact that people nowadays do not believe in the work ethic that was passed on to us. It is almost as if work is a dirty word. But it is only through work that character is developed, it is only through work that people themselves grow and develop and are able to contribute to society. So I think that we constantly have to be models of it.

I think there is so much talking that we are doing, and because of television, radio and other things that are bombarding their auditory sensitivity, students turn us off. So they want to see us do it. They see you are committed and see, for example, that even though I am also the minister of the church and that I am there teaching on Sunday, but on Monday morning I am teaching the entire high school. With the exception of the college professors who come in to teach the math and the sciences and the French, I teach everything else. They see me doing that, they see I am prepared. Therefore, when I ask them to go the extra distance, they don't mind doing that.

So I think we have to model that. When we say we expect something, we have to enforce it.

Mr. PITTS. Mr. Elliot, you mentioned a battle between the schools of Philadelphia and the State government. Is Timothy Academy facing any kind of barrier from State or Federal or local government?

Mr. ELLIOT. No. We have had excellent relationships with the State and the city. Relationships have been excellent. I was asked to participate in the committee of 40 to interview the new superintendent. Been involved with the mayor's office several times. I have met with Greg Ross on several occasions, Charles Zogby from the Governor's office. Relationships have been very good.

It is just we are here, they are there, and you make it on your own financially. Most of the poor cannot do it.

Mr. PITTS. In Philadelphia, I believe they spend around $7,000 a year to educate a child. What is your cost for a child per year, average?

Mr. ELLIOT. Around $3,000.

Mr. PITTS. Less than half.

Mr. ELLIOT. Less than half.

Mr. PITTS. Your results are quite outstanding compared to——

Mr. ELLIOT. Yes.

Mr. PITTS [continuing]. Their results.

Mr. ELLIOT. Some of our 6th grade students will start to score post-high school scores on the SAT, and I am not sure that our children are dynamically better. I think what we are seeing is a lot of the scores are being lowered across the country. What used to be post-high school—I mean, high school scores are college-age scores and junior high scores today were the old high school scores. It is just a real tragedy as far as education goes.

Mr. PITTS. Thank you very much. Each of you have been very encouraging, and it is really just inspirational to hear your testimony, and I am looking forward to hearing the children.

Chairman SOUDER. Congressman Chabot.

Mr. CHABOT. Thank you, Mr. Chairman. I will be relatively brief here. I come from Cincinnati. Are you all familiar with Marva Collins Schools in Chicago?

Ms. LEAH WHITE. Yes.

Mr. UNDERWOOD. Absolutely.

Mr. ELLIOT. Yes.

Mr. CHABOT. We were fortunate enough to have a satellite school in Cincinnati run by a lady named Ms. Mimms. It is a wonderful school and the kids do tremendously well, and it is inspirational

going into their classrooms. I would imagine your schools are similar to the philosophy that Marva Collins has in her schools.

You probably already did so in your testimony, but could you, anybody that would like to comment on this, could you comment on the importance of parental involvement at home? You can do so much in the school, but the parents also have to be involved with their children when they are at home.

Mr. UNDERWOOD. I will begin, sir. The parent is the first teacher, so there is no way in the world we can educate their young people without involving them. We have to always understand that they are teaching by a precept and example regardless of what they are doing with the students.

So one of the things we have to do is train our parents, to provide services and opportunities for them to be able to help their students. A lot of parents want to help but they don't have the skills to be able to do that, and therefore their own self-esteem will cause them to shy away from that. So we have to empower the parents through knowledge so that they are able to help their students.

Beyond that, celebrate the parents like we celebrate the students. Let them know that we believe in their ability to be able to make a difference in our students' and our young people's lives, and let them also understand that nobody can take their place; that we are a team. Together we are working on behalf of their children.

Mr. CHABOT. That is a very good answer. I would assume you have had a lot of luck with the parents in getting them involved with the kids.

Mr. UNDERWOOD. We require it.

Mr. CHABOT. You require it. Where are the public schools going wrong, in that so many of the parents really are not involved? There are certainly a lot of exceptions. Some parents in the public schools are very involved, but far too many are not. What is the problem there?

Ms. LEAH WHITE. I think that the problem is threefold: One is a trust issue. I think that parents have limited trust in the educational process, and that that is both on the part of educators as well as parents; that some educators don't want parents involved in their classroom. So you have built up a wall between them.

Second, I don't think that the public sector demands and requires involvement to the level to which we involve them.

Third, I think, is one that is really fiscal. If you invest in something financially, it just follows that you have more of an interest in it. Parents see they are sending their child to our school as an investment. Many of our parents have sacrificed cars, luxury homes, some of them take loans out to send their children, get help from grandparents. So for them this is a great sacrifice. But they see it as a seed into the future and they see it as their opportunity to change a generation. If you have persons who invest—sometimes when things are free, we don't take advantage of them to the level in which when we have to pay for them, and I think that therein lies part of the problem.

I need to say we reduce the service debt, the tax debt of every State by billions of dollars, but yet that money does not follow us.

So these parents are making a double sacrifice. They are paying their taxes and their children don't benefit from public schools, and then they are paying for private education. So that is an investment for them. They are really involved.

Mr. CHABOT. Very, very excellent answers. Thank you very much.

Chairman SOUDER. I am very encouraged and continue to be encouraged that for those people who say there is not a hope, you are showing hope.

Dr. Underwood, I wanted to followup a little bit on your message, your very effective message from Dr. Carver, and certainly in visiting your school multiple times, I can see the hope in those kids. Yet a lot of cynics would say that to say everybody has an equal chance is just naive. Yes, you have the hands and the legs and the eyes and the brain, but look at all the racism that occurred, look at the economic opportunities in the school.

In the area I grew up in, which you are familiar with, out in Grabill, it is not like the environment of the kids in your school, or the environment where my kids certainly are. I don't think there is a child at your school that didn't tell me they had either recently heard gunfire or had a relative who was shot. This is not Philadelphia and Baltimore, this is Fort Wayne, Indiana. What do you say to them when they say, "Yeah, but it's different. It's hard. All these other things that have happened, I don't have the opportunities that others do."

You give them that message of hope. What do you do as a followup? Because it is clear you are following through with those kids all the way, and it is there and they are going on to school and coming back to the community and having an impact.

Mr. UNDERWOOD. You have to be committed to the message of hope and you have to provide for them the images that say that this is possible. As you were talking about, like the whole phenomenon of slavery, where you had a whole group of people who were not empowered, but yet out of that came great people even in the midst of us, such as Frederick Douglass.

The difference between Frederick Douglass and someone else who was yet on a slave plantation, was that he saw some hope and he saw himself in it, and therefore that lit a flame in him that caused him to shake off the chains that were holding him down and he rose up. As a result he was able to inspire others to do the same thing.

We need those kind of people today. Young people need to provide that for other young people, but it begins with somebody providing it for them. I am so grateful to be an American. I am extremely grateful. With all the problems we have had in this country, I believe that America is the greatest experiment that any civilization in the world has ever known.

The reason why it has worked is because we need to go back to the beginning and look at what those people had in their hearts when they came here. They made a lot of mistakes. The Civil War was the American Revolution part two. A lot of the things that were not determined in the first American Revolution were put to rest then.

We are yet fighting in several ways now in our schools. We are yet letting people believe in the American dream. It is not crock, it is real. If you really want it badly enough, it is all around us. This is the place of opportunity. I would go to my grave believing everybody, by God, we hold these truths to be self-evident, that all men are created equal and that they are endowed by their creator with certain inalienable, inseparable rights, such as life, liberty and the pursuit of happiness.

We said it from the beginning. We framed it. Thomas Locke inspired Thomas Jefferson to do it, and now we need to keep that message perpetuated. Because if we do that and believe in what the ancestors did, we will not have these people dying with all their potential locked up inside of them. It is not pie in the sky for me. I believe it.

Chairman SOUDER. Could each of you kind of address this question? Dr. White, you are predominantly an elementary school; is that correct?

Ms. LEAH WHITE. That is correct.

Chairman SOUDER. So one of the things I find discouraging, and many others do, and if each of you could comment on this, is that you see this tremendous hope and enthusiasm certainly in kindergarten. It is no different in any school, whether it is in the urban center or in the suburban center. Then in the upper elementary grades, particularly going into junior high, that hope seems to get extinguished to some degree.

Now, the magic that we have heard today from the first panel and your panel is it is not getting extinguished everywhere. But what do you think the keys are in the, say, 5th and 6th grade to the 9th grade, particularly among young males where the checking out is occurring?

Ms. LEAH WHITE. I think that the greatest key for our young African American men is that God has already predestined your future and it is up to you to seize every opportunity. I believe that what you teach children to believe about themselves, whether they be African American or Caucasian, determines what they will be.

If I believe that I am a conqueror, if I believe that I am bright, that I can succeed, then I will. Consequently, we instill in them Christian character, integrity and the ability to succeed. There is not a child in our school who does not believe that they cannot go to the greatest Ivy League school. Now they may not be able to make it, but they don't know that, and I think that that makes all the difference.

And our young men are Christian men. We teach them to be knights, an apostolic knight, so that they learn and they walk with integrity and dignity. They look you in the eye because on the inside they know they are somebody.

I want to close with this: One of our lowest girls went to a secular summer camp. The teacher said to her, "Why are you bowing your head at the table?" She said, "I say grace." She says, "Why are you saying grace?" She looked at the teacher as if to say, "You don't know?" She says, "I am a child of God."

And the little girl said she couldn't understand; nothing in that school made sense to her because they did not do education from

the perspective that these are God's children and they know who they are.

If you know who you are, nobody can destroy what you can become. It is knowing who you are that I think makes all the difference in men. They know that they are a man, a Christian man who has possibility, potential and can do anything.

Mr. ELLIOT. Especially in the middle school our teachers take time with the kids to encourage them in the hope factor, that they can go on. They will walk with them on the campus of the prospective high school, help them meet people, allow them to see that this is a reality; that they can make it in other situations.

Bruce Stewart, who is the headmaster of Abbington Friends and soon to be the headmaster down here of Citadel, has started to recruit students from Timothy to go there. We share that with the kids. That is exciting. Here is a new opportunity. I can do. I can achieve. I can make it. I can go to some of the best prep schools in the area, bar none.

We just had one student graduate last year from Episcopal Academy, a well-known prep school in the area. The kids realize that they can compete with the best and make it. We keep putting that before them, that they are capable of doing it and we expect them to do it.

Mr. UNDERWOOD. Can I add just one other thing? There is a young man who is coming to mind that is the exact epitome of what you are suggesting right now. He is a freshman, finishing up his first year at Spring Arbor College in Michigan. Two years ago when he came to Cornerstone Prep, he came because his grandmother was so afraid that she was going to lose him to an early death. He wasn't coming home at night, he was carrying guns, and all those other kinds of things, running with gangs.

And I asked him last year at graduation, that part of graduation, "What happened? What changed you?" All of a sudden every student in the school is looking up to this young man. This young man now is carrying a 4.0, at least at first semester at Spring Arbor.

He said the following to me. He said, "One thing, Dr. Underwood. I looked at you and saw someone who was real. We see so many games—not gangs, but games—in the streets. So we get to the place where we don't believe in anything." He said, "My homies and I believed that we were going to die early. What was there to live for?"

That was his question: What was there to live for? He is living now. He is able to make a contribution to this society because he was empowered by knowledge, and he saw people who weren't simply giving the rhetoric but those who were backing it up, and it made a difference. So it does make a difference.

Most of those young people out there, young black men, Asian men, whatever, are running around without hope. They have no hope. That is what we need to give to them, because that was again the thing that brought us to this Nation and caused a lot of us to stay and invest in it. We need hope.

Chairman SOUDER. Well, thank you very much for your testimony, and we will continue, as we look at the variations in educational options, looking at creative ways to make sure there are economic opportunities for those who don't have capital to start,

how to find good teachers and principals who motivate like you all do, to help push it as a mission field both in a Christian sense and in an educational sense of the obligations of others to help those who are most hurting and to help overcome these barriers.

I want to thank you for your testimony.

Mr. UNDERWOOD. May I close with one last thing? Because I did spend so much time in public education, and because we are a Nation that believes in separation of church and State, and I think it is good we do believe the two should be separated, but God is excellence.

On the marquee outside our school it says, "When you have met excellence, you have just met God." God is excellence. If we begin to be a Nation committed to excellence, again it doesn't matter who we believe in, as long as we model his principles.

Chairman SOUDER. Well, thank you very much.

What I would like to do, if Dr. White could coordinate her students in coming forth, each student will need to say their name into the microphone and then a brief statement, if they want to, so the recorder can get the names.

Donna EADDY. My name is Donna Eaddy. I want to say New Psalmist Christian School helped me be more Christian and ladylike. They explained things I can now understand. The teachers and staff tell us children how to act. My teachers prepare us for 5th grade.

Stephenie BENNETT. My name is Stephenie Bennett. I would just like to say how a Christian education has been benefited me. The New Psalmist Christian School is a good place to have fun, do new things and, most of all, learn. I came from a public school education. I found that a public school education was not challenging enough. Just too easy. Then I came to New Psalmist. Almost instantly my education became more influenced. The teachers taught us self-discipline and could be strict at times but it was all for good. Now my writing is improved, some of my work skills are improved and, most of all, the love and appreciation that comes from this school I have never felt from another school before. Thank you.

Keith LONG. My name is Keith Long. I love my school. New Psalmist Christian School has done a lot for me. I have been going here for 7 years. They have taught me well. I get good grades every quarter. They treat us like we are their own. This school is a family. They love and care for everyone. This school is a blessing to all the people who go here. I hope to find other schools like this.

Ashlea PAGE. My name is Ashlea Page. A Christian education has benefited me because of the challenging work. New Psalmist Christian School is the best school because teachers have taught me many things I didn't know. I wish they had a middle school just like New Psalmist because they teach us how to love one another as we want them to love us. Thank you. God bless.

Demond MILLS. My name is Demond Mills. I go to New Psalmist Christian School. I love my school. This is my first year here. I am in the 5th grade. This school has taught me how to control my attitude and to care. The teachers here treat us like we are their own. Next year I hope that the school I go to is like the one I am now. Thank you.

Brittany COOPER. My name is Brittany Cooper. New Psalmist Christian School has been a blessing to me. The teachers are caring and are a good help to the students. I have spent 8 years at New Psalmist Christian School and it has been a good 8 years.

David JOYNES. Good afternoon. My name is David Joynes. I am very thankful to be at New Psalmist Christian School. It is a true blessing. At this school I have learned to have a Christ-like attitude and shine His light in my heart. The teachers are like our fathers and mothers to me. They are very caring and understanding. They make me feel very good. Their teachings will help me to move on in life. There is no other school that can compete with New Psalmist. Thank you.

Joanna Faith DORSEY. My name is Joanna Faith Dorsey. A Christian education has helped me by teaching me to love Jesus and to respect my friends and family and my teachers as well as myself. New Psalmist has helped me as far as pushing me in my work and loving me. A Christian education has helped me in subjects I was not so good at, and the principal has helped me too. She always has a good thing to say to everyone. She is a very joyful person. I really love my school. Thank you.

Ashley LLOYD. My name is Ashley Lloyd. A Christian education at New Psalmist Christian School has affected me in a way no other education has. New Psalmist is the best school in the entire world. The teachers are loving and they care. They teach you how to have Christ-like attitudes and how to behave. I believe I am a better student and better person because of New Psalmist Christian School. I don't know how I will make it in a different school because I will not feel the love and warmth of hard work and an education from great teachers from New Psalmist Christian School. Thank you.

Tiara RUSSELL. My name is Tiara Russell. A Christian education has helped me to be respectful to others. I love New Psalmist Christian School because it is very challenging. The New Psalmist Christian schoolteachers are very loving, and when you have a problem they help you to find a solution to that problem. If you don't understand something, they help you figure it out. New Psalmist Christian School is the best school in the world. God bless.

Whitney TRENT. My name is Whitney Trent and I will share some things about a Christian school. A Christian education has helped me by teaching me love toward others. The New Psalmist Christian School has helped me in subjects I was not doing well in. A Christian school is no different from other schools except for the love, Christianity and teachers. Thank you.

Kayla BROWN. My name is Kayla Brown. A Christian education is to have a positive and Christ-like attitude. I have spent 8 years at New Psalmist Christian School and learned a lot about the word of God. I have also learned to obey the teachers and staff at my school. I think New Psalmist has done great things for me. Thank you.

Charlene Diane POWELL. My name is Charlene Diane Powell. Throughout this school year I have been learning and studying about young people who have made a difference in their home, schools and communities. I have learned that children throughout

history have loved their neighbors as themselves and have helped others. My teachers have taught me to hold on and love others.

New Psalmist is a blessing to be at. New Psalmist taught me about the Bible. Since I have been at New Psalmist I have learned how to memorize Bible verses. I wish I could stay here. I hope that when I graduate I will get into a school like New Psalmist. I have been at New Psalmist 5 years. New Psalmist taught me discipline. I will miss New Psalmist greatly. Thank you.

Ms. LEAH WHITE. I need to add that I did not ask them to do this until 10 minutes before we boarded the bus. So I commend them, and I want that to be on the official record for their spontaneity.

Chairman SOUDER. I want to thank each of them. They say out of the mouths of children. You know what we heard over and over? Love, love, love, love, love, love. If the public schools and the private schools practice more of that, we will see it in the performance.

Mr. PITTS. Mr. Chairman, I want to tell you I have missed another hearing, and I am late to another meeting, but I am so glad that I stayed to hear this testimony from the children. That was so encouraging. I have great hope for the future after listening to these beautiful young people. Thank you.

Chairman SOUDER. Thank you very much. With that, the hearing is closed.

[Whereupon, at 12:15 p.m., the Subcommittee was adjourned, subject to the call of the Chair.]

APPENDIX

Opening Statement

Rep. Mark E. Souder

Chairman, Empowerment Subcommittee

Hearing, March 26, 1998

Urban Education: Approaches That Work

As Chairman of the Empowerment Subcommittee of the Small Business Committee, it is my pleasure to convene what promises to be a most exciting and informative hearing.

We have selected as our topic "Urban Education: Approaches that Work". We have selected that topic and chosen that name for some very important reasons.

There is no question that the best way to combat unemployment and the myriad of afflictions that flow from is to provide our people with the best possible training. For most of the workforce, that training begins in school.

Yes, people do not stop learning once they leave school. It has been said that for all people - except politicians-perhaps-learning is a life long experience.

But all additional training people of all trades, professions, and walks of life receive builds on a foundation of skills they already have. Much of it presupposes more than minimum verbal and computational skills. All of it requires an ability to read at the level of an adult.

It will come as no surprise to members of this subcommittee and to people in the audience that we as nation are not doing all we can to impart those skills. Year after year, in test after test, we hear and read that too many of our young people are not

performing up to the standards of their grade levels and are falling behind people their age in practically every other industrialized nation in the world.

This is not exclusively an urban problem. There are too many rural and suburban schools are not doing all they should.

But it is true that urban schools have to battle too many other social ills in addition to poorly prepared students. Too many of their students live and learn in environments where crime, drugs, alcohol, gangs, and abuses of all kinds are high and adult supervision, positive mentoring, and, yes, sometimes even love are low.

All my colleagues in this House would agree with me that these children need help. We have our disagreements as to what form this help should take. As I speak, there is a lively debate going on in the Senate on school choice, educational savings accounts, and vouchers.

Most of your know where I stand on these issues. And most of my friends on the other side of the aisle do not agree with me. But we cannot have an honest debate on the issues unless we are honest with each other.

I am reminded about what Mark Twain said about honesty. "Always tell the truth. It will please some and astonish the rest."

Having said where I stand—and maybe astonished a few of you--I will state that the purpose of this hearing is not to discuss those issues, although I would welcome opinions witnesses and members have about them. Nor are we here to bash the pubic schools or teachers.

I have called this hearing to find out not why so many schools are failing, but why others succeed. We know from some of the same tests, I referred to a moment ago, that some children are

succeeding even in locales where the majority are not. Some schools are producing outstanding results, even when entire school districts around them are crumbling. How does this happen?

I have asked six outstanding educators, who run successful schools, to tell us. Two operate successful public institutions. Four run faith based private institutions.

I have asked them to testify so that others can learn of their work and attempt to replicate it. I have invited them in the hope that we in Congress will have enough sense to do what we can to facilitate efforts such as theirs, whether through grants, incentives, partnerships, or just staying out of their way. If any of this comes to pass, this subcommittee will have permanently put to rest the myth that politicians never learn anything.

STATE OF TEXAS
OFFICE OF THE GOVERNOR

GEORGE W. BUSH
GOVERNOR

March 25, 1998

The Honorable Mark E. Souder
Chairman, Subcommittee on Empowerment
United States House of Representatives
B-361 Rayburn House Office Building
Washington, DC 20515-6319

Dear Chairman Souder:

I am pleased that the Subcommittee on Empowerment has acknowledged the achievements made by the state of Texas in urban education. Unfortunately, I will not be able to attend the hearing this week.

However, I am encouraged to know that you will be hearing from Dr. Thaddeus Lott of the Houston Independent School District. I have had the opportunity to visit with Dr. Lott on several occasions and have found his success virtually unparalleled in the area of urban education. Dr. Lott is an outstanding educator who is making a difference in the lives and studies of his students.

If you have any questions, please do not hesitate to contact Ms. Margaret LaMontagne in my office. Ms. LaMontagne can be reached at (512) 463-0791.

Sincerely,

GEORGE W. BUSH

GWB:mlm

cc: Dr. Taddeus Lott
(by Facsimile: 713-695-6058)

Post Office Box 12428 Austin, Texas 78711 (512) 463-2000 (Voice)/(512) 475-3165 (TDD)

...through Quality Christian Education

Since 1958, Timothy Academy has been opening doors – doors of opportunity. Whether living in an urban or suburban area, parents can appreciate the opportunity of quality education.

Experience has taught us that lack of quality education can limit one's success in the future. Those limitations not only frustrate individuals but families and communities.

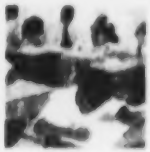
AT

Timothy Academy

An Educational Outreach

BEST COPY AVAILABLE

Timothy Academy



GOAL

Timothy Academy is determined to equip each student with the work habits and disciplined character needed to succeed in his appointed task in life. To achieve this goal the school provides the opportunity for students to develop academically, socially and physically, as well as spiritually by encouraging each to come to know Jesus Christ as Lord and Saviour. To foster this process the Faculty know that in Christ "are hidden all the treasures of wisdom and knowledge." Therefore, all subjects are taught recognizing God as the Creator and Sustainer of all that exists.

Faculty, Staff and Board

The school has attracted a group of qualified professional educators who desire to help parents educate their children. The Faculty's educational experience averages 7 years. The Administrators are well-qualified and have many years of educational experience. The Board is comprised of fifteen members. Each has accepted Christ as Lord and Saviour and views the position as a calling from God.

Educational Program

To maintain a balanced educational program, Timothy Academy stresses not only academic development, but also spiritual, physical and social growth at every grade level. Pre-Kindergarten through Eighth grade.

The instructional approach is traditional. We stress phonics in reading, basic fact memorization in math, the balance of theory with fact in science, and geography and current events in social studies. Each area is carefully developed by faculty. Timothy Academy also provides for spiritual needs through regular Bible study and chapel services. Music, physical education, art and swimming (for upper grades) round out the educational program.

Admissions

Timothy Academy is a Christian school. The Bible is beliefs, philosophy and objectives are an integral part of the educational program. Although the school does not require that parents of students be believers, it desires that careful examination be given to the Christian faith and that adherence be given to school policies.

All children applying for First through Eighth grade are tested for grade placement. Children must be 6 years old by **September 1st** of the school year to enter first grade.

History

- Started in 1958 by Rabbi Max Margolis PhD, Alice Margolis and Miss Margaret Tilton
- 1958-71 students started in 1st grade
- 1974 Ownership was transferred to BJE from the Margolis
- Miss Tilton retires as administrator from 1958 to 1980
- 1978 Student enrollment 175
- 1979 Purchased 2037 N. 55 Street Building
- 1980 Mr. William Elliott Headmaster
- 1983 Rabbi Tilton Library Established
- 1992 - K High School Program added
- 1993 Philadelphia leased property at 2037 N. Lehigh
- 1994 - 103 N. Lehigh occupied
- 1995 Accreditation by Middle States Association of Colleges and Schools
- 1997 New Science Lab & Elevator added to Lehigh building

Administration

Miss Margaret Tilton
Administrator Emeritus
Mr. William Elliott
Headmaster
Mr. Richard Hamilton
Principal

Recognition and Membership

Timothy Academy has been recognized by the State of Pennsylvania since 1958 as a private religious elementary school with all the privileges associated with that status.

The school holds membership in MSAA (Mid-Atlantic Christian Schools Association) and ACSI (Association of Christian Schools International).

Accreditation

Timothy Academy is accredited by MSA (Middle States Association of Colleges and Schools).

Tuition and Fees

Revised yearly.

Services Provided:

Infant Day Care
Pre-Kindergarten
Elementary Education: K-8
Day Care (before and after school)
Summer Day Care
Summer School
Bus Service—within a limited radius of the school

"Training up a child in the way he should go: even when he is old he will not depart from it."

Academia Timothy

A Ministry of Africa Evangelical Fellowship assisted by the Africa Inland Mission's Urban Division

50-569
47-569
6
Sunset Memorial

BEST COPY AVAILABLE

Creative Approaches To Urban Education:

Children Reaching Their Fullest Potential

A Report to the

Congress of the United States of America

House of Representatives

105th Congress

Committee on Small Business
Subcommittee on Empowerment

Honorable
Mark E. Souder,
Chairman

B-363 Rayburn House Office Building
Washington, DC 20515-0319

Presented by
William Elliott
March 26, 1998

Contents

Summary Page ii

Oral Presentation 2

Appendix A
- The Viable Alternative Proposal 10
- Letter from Chief Counsel, Philadelphia School District 21
- Response letter from legal firm of Ball, Skelly, Murren & Connell 23

Appendix B
- Our School's Philosophy 25

Appendix C
- Resume 32
- Statements on Federal Grants received by Timothy Academy 35

Appendix D
- Letters from Principals in Philadelphia 36

Summary Page

Topic	Page
1. Concern for All of the Children **The Viable Alternative**	2
2. Our success educationally with inner city youth is due to: **What we believe and who we are.**	2
3. Our success educationally with inner city youth is due to: **A clear mission.**	3
4. Our success educationally with inner city youth is due to: **Good relationships with accountability**	3
5. Our success educationally with inner city youth is due to: **Unity of purpose.**	4
6. Our success educationally with inner city youth is due to: **Providing students with hope for the future.**	5
7. Our success educationally with inner city youth is due to: **Prayer**	6
8. We need the 105th Congress: **To enact a GI bill for school age children in the inner city.**	7

BEST COPY AVAILABLE

Congress of the United States of America
House of Representatives
105th Congress
Committee on Small Business
Subcommittee on Empowerment
B-363 Rayburn House Office Building
Washington, DC 20515-6319

March 26, 1998

Creative Approaches To Urban Education:
Children Reaching Their Fullest Potential

Honorable Mark E. Souder, Chairman, and
The Distinguished Members of the Subcommittee on Empowerment:

It is an honor to have been invited to testify at this hearing being held by the **Subcommittee on Empowerment.** Some of what I will share about our approach to education may be creative. Most is just hard work, care and love which—when shared with children in the inner city—help them perform to their fullest potential.

Concern for all the children

I am a **"public"** school educator. All educators are "public" school educators. Somehow, we have been taught to think in terms of public versus private education instead of education for all of the public whether the child goes to a school owned by the government, owned by a religious institution or owned by a group of citizens who have joined together to meet the needs of the children in their community.

Right now in Philadelphia where my school is located, we have a war going on between the government run "public" system and the legislature in Harrisburg. The Superintendent, Dr. Hornbeck has threatened to shut down the government system. The Legislature has in return threatened to take over the entire Philadelphia School District. The local district wants more money. The State says that the school district has enough money.

As a leader in a very small school in North Philadelphia, I have been concerned about the educational problems facing inner city children in our neighborhood. The more I understood the problems, the greater my concern. I knew our school would be able to help only a handful of children. Therefore, I developed an idea in the spring of 1994 -- **The Viable Alternative**' -- that would help as many as 25,000 poor children in Philadelphia obtain a good education and make economic sense to the business community. **It would not cause any increase in taxes, it would not lay off any government teacher and, it would save the City one billion dollars**. It was specifically designed to help the children of the poor in the inner city obtain a quality education; it would also provide economic redevelopment for the city.

Why should I try to help other children in the City of Philadelphia? Why should I get involved in City politics? I have my education and a job. So do my children. But my belief structure directs me to try to help. My ideas are sound and constitutionally legal. And I know that we are doing something right at Timothy Academy that needs to be made available to the poor who desire to have our services. Let me tell you about Timothy Academy and what we are doing.

Philosophy

The Graduates from Timothy Academy are now being recruited by well known high schools including Abington Friends, Episcopal Academy, Christopher Dock Mennonite High, and Center City Academy. The "why" may be succinctly stated from **The Middle States Association of Colleges and Schools, which** wrote in 1994 saying: "*Timothy Academy has done an unbelievable piece of work during self-study as well as the action plan. This school is one of the poorest of our registered schools. It provides an unbelievable service to a broad spectrum of disadvantaged students.*"

To understand how Timothy Academy has developed a reputation for producing a quality graduate from the "Bad Lands" or "No Man's Land" of North Philadelphia, one must understand **what we believe and who we are.**

1. We believe that God is our creator.
2. We believe that God has revealed Himself to us through the Scriptures, and that there is truth and absolutes.

BEST COPY AVAILABLE

3. We believe that man—including the children we teach—are created in God's image. The children who are created in God's image can learn, produce, be creative, be trusted, be obedient, and meet their God-given responsibility.
4. We believe that God has called our faculty and staff to serve at Timothy Academy and to serve with dedication.
5. We fully expect our students to meet the expectations placed before them.

Such a philosophy or set of beliefs sets the stage for discipline, meeting homework expectations, building solid working relationships between students and teachers, and seeing many of the students reach their fullest potential.

This educational philosophy is not new or creative to this country. When Harvard was founded, the reason for founding the school included the Puritan determination not "to leave an illiterate ministry to the churches, when our present ministers shall lie in the dust (*New England's First Fruits*). One rule observed in the college was: Let every student be plainly instructed, and earnestly pressed to consider well, the main end of his life and studies is to know God and Jesus Christ which is eternal life, John 17:3, and therefore to lay Christ in the bottom, as the only foundation of all sound knowledge and learning."[iii] These religious convictions were the moving force to establish many quality educational programs then and now.

Times have changed. I attended a seminar at Harvard in 1992 entitled: **"Children at Risk"** which had much of its focus on education in the inner city and what worked. The analysis from the leaders of that seminar included such things as: "Not only are the children at risk, the professors at Harvard are at risk. We have removed the teaching of morals and ethics for the last 30 years and those concepts must be returned to the curriculum."[iv] **At Timothy Academy the mission is still clear: To provide quality Christ-centered elementary education to the North Philadelphia community.**

In practical terms how does this work? Let me suggest four general concepts with some illustrations.

1. **We have good relationships with accountability.**
   A. Everyone who is involved at Timothy Academy is held accountable. We teach from Scripture that we are to obey the authorities over us. That

applies to the student-teacher relationship, the teacher-administrator relationship, and the administrator-Board relationship.

B. Relationships and accountability are not done in a vacuum of obedience for obedience sake. It is done in the context of serving one another in love. Therefore, the administrator becomes the servant of the teacher as well as the teacher's boss.

C. The staff put in long hours. One staff member daily arrives before 6 AM. This is a commodity, which cannot be purchased at a starting salary of $12,500.

D. Students are held accountable for their homework. Homework is assigned every night, on weekends and during breaks. Reading lists are assigned during the summer. Summer work becomes part of the fall academic grade. Written notes are sent to the parents about test scores and homework. Parents must sign the note and return it to the teacher.

2. **We have a unity of purpose.**

A. Every one of the staff members must be a committed Christian.

B. Our teachers are teachers. The teachers set the pace in the classroom and the students must respond to their direction. That pace includes an emphasis on the basics of reading, writing and mathematics. It includes repetition, drill and memory work as well as critical thinking skills.

C. Our teaching philosophy is teacher-centered. The teacher is the leader. The teacher has authority. The teacher is to be respected and obeyed. The teacher is there to provide instruction.

D. Our curriculum is under constant review. The heavy workload is accepted because there is commitment to improve the school. We emphasize the basics including a phonetic approach to reading. We require our students to become proficient in English with all instruction given in English. Hands on-material are frequently used.

E. Staff stability helps to settle the students in a rapidly changing world. In 42 years of operation, there have only been two leaders of the school. Margaret Tolosa founded the school in 1956 and directed it until 1980.

BEST COPY AVAILABLE

when I joined the staff. Mr. Hamilton who is the principal joined in 1981. Ms. Tolosa still volunteers her time as the school Treasurer. She is now 70.

F. We require high expectations for the students. We set a standard of excellence. We strive for it. We demand it. And we communicate those standards with the parents including four report periods, four interim reports, two required parent-teacher conferences, signed homework assignments and signed test results. Due to our strong educational program, it is not uncommon for some of our eighth grade students to score post high school scores on the SAT which is given each spring. This is in the context of our school being located in the "Bad Lands" of North Philadelphia, an area which has made the front cover of Newsweek and Time magazine for its poverty, drugs and crime.

3. **We are constantly involved in the proclamation of hope**.

A. The prophet Jeremiah proclaimed God's message to Israel saying: "For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, **plans to give you hope and a future**." We teach hope to the students at Timothy Academy. Without hope and a vision, kids from the city perish. That hope is conveyed in many ways. We work hard at building relationships with quality high schools so that our graduates will have a selection of excellent options for their high school experience. Our teachers build in depth friendships with the students teaching them that they can make it academically. Our teachers will take the 7th and 8th grade students and their parents on visits to those high school campuses. We invite our graduates to return to the school to share their successes with the students encouraging them to work hard.

B. We teach the students that they are **unique creations** with special gifts, which were given to them by God, their creator. They are special.

C. We teach them love and that we are to love others in a self-sacrificing way. Therefore, the atmosphere created by the staff is not only one of the staff loving the students, but the students loving each other and caring for

each other. The atmosphere of learning combined with love causes students to want to work hard and some even want to spend the summer at the school.

4. **We pray.**

A. Our staff meets each morning before the start of the school day to pray for one another and to pray for the students. The educational program is more than just an academic job. It is a spiritual issue. It is learning how to help the students cope with life when not all is well and to trust God with the circumstances which cannot always be easily understood.

B. Our staff prays with the students at the beginning of the day, during class time, and with individual students as they express specific concerns.

Conclusion

I am aware that this committee hearing is looking for ideas that work and can be replicated in other schools. I am also aware that the religious context of Timothy Academy cannot be reproduced in government schools. What can easily be reproduced in our educational system is the freedom of choice. There are many good government and private schools. Parents should be given the freedom to select for their child a school that works well. **If we could think in terms of "public" education as education serving the public, then we could separate the funding issue and let the tax dollar for education follow the child no matter what school that child attends.** If that were to occur and there was freedom of choice, the improvements would happen quickly.

For example, we all remember the recent problems faced by the American Automobile Industry. Cars from Japan were of better quality for fewer dollars. Americans started to buy foreign. That caused both problems and challenges. The challenge did not hurt the American automobile industry. Quite the contrary took place. Major improvements were made by the Automobile Industry and we now have quality cars produced in America. Imagine the revolt we would have had in America if the government had required all Americans to only buy a Ford Edsel. **Such is the case in inner city America. The poor have no financial means to purchase a quality education and the education being offered many is like the Edsel—doomed to failure.**

Let the 105th Congress **target the poor in crowded inner city government schools** across this country. Give the parents of those children who have no financial options a choice. Experiment in Philadelphia. Allow 25,000 poor kids a choice. Allow the educational tax dollar to follow them rather than assign a child to a particular government school. The results will be dramatic as it was in the Automobile Industry. Give the children a chance to learn in an environment, which is safe, full of love and care from a dedicated staff.

Then, the educational institutions facing competition between schools would dramatically start to meet the needs of the child in the inner city or face the possibility of down sizing. **The good government and private "public" schools would survive and get better.** Parents would select the schools that worked best. The bad schools (government or private) which did not help the child reach their fullest potential would face the tough market issues of fewer clients. The child would benefit. The society would benefit. The family would benefit. Local business would benefit.

I encourage this congress to act to help the poor children of the inner city. Enact a GI bill for elementary and high school students in the inner city. There is a GI bill for college age students and there is a Child Care bill for young children. **Enact a GI bill for school age children in the inner city.**

As I share these thoughts with you, a recent article "Cease-fire in Simple City" in **Newsweek**, March 16, 1998 reminds me of the issues in this presentation. When I shared the concept of the Viable Alternative with leadership in Philadelphia, I was told by many that it was a great idea. One leader also told me that, as great as the idea was, it means nothing if no leader is willing to implement it. He doubted that any leader in Philadelphia would be bold enough to be **the first one** to implement this idea. In the article "Cease-fire", the youth are quoted saying: "We all wanted to stop, . . Of course we did. But wasn't no way you could go first." I encourage Congress to **"go first"** and lead the way for the poor youth in the inner cities across our great country. Give the kids in the inner city a fighting chance by providing the method and the means to choose a better school be it government or private, be it religious or secular, be it urban or suburban. **Hard work, opportunity, hope for the future** will make dramatic changes in

the educational posture of the poor which no superficial curriculum change or change in methodology could ever make.

I thank you for inviting me to share these thoughts with you.

---

[i] See Appendix A. The Viable Alternative was first presented to the City of Philadelphia in the spring of 1994. It was printed on the Editorial page of The Philadelphia Inquirer on April 9, 1994.

[ii] Action Plan Analysis for Timothy Academy, Commission of Elementary Schools, Middle States Association of Colleges and Schools, October 28, 1994, p. 2.

[iii] Ryken, Leland, "Puritan Piety and the Liberated Mind". Christianity Today, November 7, 1980, p. 27.

[iv] Notes taken by Mr. Elliott in the seminar: "Children at Risk". Harvard. December 4-5, 1992.

[v] Dickerson, Debra, "Cease-fire in Simple City: The day gangs declared a truce in an urban war zone" U.S. News & World Report. March 16, 1998, p. 27.

Appendix A

for

Creative Approaches To Urban Education:

Children Reaching Their Fullest Potential

A Report to the

Congress of the United States of America

House of Representatives

103rd Congress

Committee on Small Business
Subcommittee on Empowerment

Honorable
Mark E. Souder,
Chairman

B-363 Rayburn House Office Building
Washington, DC 20515-6319

Presented by
William Elliott
March 26, 1998

Dear Friend,

Read the following proposal. Then call or write the Mayor's office. Kindly ask the Mayor to explore the "Viable Alternative" proposal for the sake of the children and report their findings to the citizens of the City.

It is important for <u>YOU</u> to call and/or write!

How can the City taxpayers save millions?

A Viable Alternative

Dear Philadelphia School Board Members and City Taxpayers:

On February 4, 1994 "The Philadelphia Inquirer" informed the citizens of Philadelphia that a tremendous financial crisis is about to strike the public school system. It was reported that an influx of 25,000 students would be added to the current class roster for whom there are no classrooms or teachers. Higher taxes and new construction costs are inevitable unless other alternatives are considered.

There are over two hundred private schools in the city. Many of these schools have space for additional students, educate students at a fraction of the cost of public schools and work closely with parents to provide a safe and sound learning environment. In order to prevent a huge tax hike for the citizens of Philadelphia and to assist the School District in providing educational services,

We propose the following solution:

1. The State of Pennsylvania ***<u>contract with school parents</u>*** **to obtain an alternative private school (religious or secular) education for their child.**
2. The State agrees to provide the student with an educational grant worth a maximum of 80% of the current State Equalized Subsidy for Basic Education funds.
3. Students in over crowded Philadelphia schools will be given the option to choose a private educational provider who will accept their grant allowance.

The benefits of this educational service for the School District are:

1. Eliminates the cost of additional classrooms and teachers.
2. Reduces the cost of educating students **who opt for the Viable Alternative to less than half the system's current expenditure per pupil**.
3. Provides students **with a wider range of educational options**.
4. Maintains job security for public school teachers **because the Viable Alternative would not reduce the number of students in the public schools below current levels**.
5. Stems the erosion of the tax base in Philadelphia **by halting the flight of families as their children reach school age.**

There is enough merit in this proposal to warrant immediate implementation. Private schools **RIGHT NOW** can save the taxpayer in Philadelphia **32 million to 52 million dollars in operational costs in addition to eliminating the need to raise taxes one half billion dollars for construction costs.** The current School District's zero-growth budget needs this cost effective **VIABLE ALTERNATIVE.**

Sincerely,
William Elliott, Headmaster
Timothy Academy

BEST COPY AVAILABLE

QUESTIONS AND ANSWERS ABOUT THE VIABLE ALTERNATIVE

Question: Is the Viable Alternative the much discussed school voucher system?
Answer: No. This proposal **will not help** any one already in a private school. It is specifically targeted to overcrowded inner city Philadelphia public schools due to a projected increase in enrollment of 25,000 students.

Question: Is the Viable Alternative a permanent program?
Answer: No. It is designed as a temporary program to deal with the spike in enrollment of 25,000 students as projected by the School Board.

Question: What children would benefit from the proposal?
Answer: It would give minority poor children in overcrowded inner city schools the option to pick a private educational provider (religious or secular) for their child's education.

Question: How would it be funded?
Answer: A portion of the State subsidies for education would be used.

Question: What impact does it have on the teachers in the public schools?
Answer:
1. It is designed to protect all teacher positions at current enrollment levels.
2. It has the potential to reduce class sizes for many teachers--especially those teaching in the overcrowded schools.

Question: Will it save taxes?
Answer: Yes! About one half billion dollars in construction costs and a similar amount in operational costs.

Question: Is it legal?
Answer: It is legal at the federal level and the State constitution does not prohibit it.

Question: Would parents be forced to participate?
Answer: Participation would be totally voluntary. The Superintendent would target schools which are overcrowded. Parents in the targeted schools would be given the opportunity to participate. If they were chosen via the lottery, they would then select a school of choice for their child to attend.

Question: How does it differ from the Governor's program of School Vouchers?
1. The Viable Alternative will be available only to overcrowded inner city schools as determined be the Superintendent of Schools.
2. Participation will be determined via a lottery.
3. The program is limited to the time of the enrollment spike only.
4. A maximum of $2,000. would be available for each child compared to the Voucher program of $700 to $1,000 for each child.
5. There is no requirement for increased spending or raising of taxes.

Question: How important is this proposal?
Answer: **Our children need quality education now** and the School District is projecting a 1.3 billion-dollar deficit. This proposal will help the children **immediately** as we work together as a community to help our School District **save money**. The School District will have more money with fewer children. Smaller class size is one of the major requirements of Judge Doris Smith's decision. The School District, the private schools, the taxpayer and--especially the children--**all win**.

BEST COPY AVAILABLE

CHILDREN ACHIEVING

AN ADDITIONAL FUNDING RESOURCE
TO HELP FINANCE EDUCATIONAL REFORM

PROPOSAL TO IMPLEMENT A MODEL PROGRAM

OF THE

VIABLE ALTERNATIVE FUNDING PROPOSAL

FOR THE

1998-1999 SCHOOL YEAR

IN THE

SCHOOL DISTRICT OF PHILADELPHIA

Presented by:
Mr. William Elliott

March, 1998

TABLE OF CONTENTS

		PAGE
1.0	**INTRODUCTION**	1
1.1	The proposal: A Viable Alternative	1
2.0	**PROJECT ORGANIZATION--PLAN OF MANAGEMENT**	2
2.1	Control of Superintendent	
2.2	Enrollment increase	
2.3	Eligible Students	
3.0	**METHODS OF IMPLEMENTATION**	2
3.1	Criteria for Identifying Targeted Schools	
3.1.1	Overcrowded	
3.1.2	High poverty areas	
3.1.3	Accreditation	
3.2	Targeted schools selected by Superintendent	
3.2.1	Community Groups	
3.2.2	Memoers of the House and Senate	
3.3	Funds transferred by the State	
3.3.1	Letter of Intent	
3.3.2	Payment Schedule	
3.3.3	Attendance Validation	
4.0	**LEGAL and/or other CONCERNS**	2
4.1	Issue of dual enrollment	
4.2	Potential law suits	
4.3	Eligible alternative educational providers	
4.3.1	Three year history	
4.3.2	Recognized by State as licensed or non-licensed school	
4.3.3	Financial records audited or reviewed annually	
4.3.4	Student acceptance standards of educational providers	
4.4	The Lottery and its effect	
4.5	Paying and non-paying parents	3
4.6	Responsibilities of parents	
4.7	Protection of public school teacher positions	
5.0	**SCOPE OF THE MODEL PROGRAM**	3
5.1	Number of students	
5.2	Number of schools	
5.3	Number of years	
5.4	Support group involvement (Volunteer groups)	
5.4.1	Volunteers and targeted schools	
5.4.2	Volunteers and alternative schools	
5.5	Help for the less advantaged populations in the city	
6.0	**TIME FRAME**	3
6.1	Initial Board Decision	
6.2	A Year's Calendar	
7.0	**BUDGET, FINANCES, AND AUDITS**	4

BEST COPY AVAILABLE

47-567 98 - 3

7.1 Budget Detail
7.2 Estimated savings
7.3 Parent's maximum financial responsibility

8.0 EVALUATION and RECORD KEEPING 4
8.1 Student progress
8.2 Management Issues

1.0 INTRODUCTION

In March of 1994, Mr. William Elliott, Headmaster of Timothy Academy in North Philadelphia, developed the concept of the Viable Alternative. As he watched the news about local educational issues and budgetary problems, Mr. Elliott decided to find a way to help more parents help their children educationally and help the School District balance their budget.

1.1 THE *ORIGINAL* PROPOSAL: A VIABLE ALTERNATIVE

A Viable Alternative

Dear Philadelphia School Board Members and City Taxpayers:

On February 4, "The Philadelphia Inquirer" informed the citizens of Philadelphia that a tremendous financial crisis is about to strike the public school system. It was reported that an influx of 25,000 students would be added to the current class roster for whom there are no classrooms or teachers. Higher taxes and new construction costs are inevitable unless other alternatives are considered.

There are over two hundred private schools in the city. Many of these schools have space for additional students, educate students at a significantly less cost and work closely with parents to provide a safe and sound learning environment. In order to prevent a huge tax hike for the citizens of Philadelphia and to assist the School District in providing educational services.

I propose the following solution:

1. The Philadelphia School District/State *contract with school parents* to obtain an alternative private school (religious or secular) education for their child.
2. The School District/State agrees to provide the student with an educational grant worth a maximum of $3,000 from the State ESBE funds.
3. Students in over crowded schools will be given the option to choose a private educational provider who will accept their grant allowance.

The benefits of this educational service for the School District are:

1. Eliminates the cost of additional classrooms and teachers.
2. Reduces the cost of educating students who opt for the Viable Alternative to less than half the system's current expenditure per pupil.
3. Provides students with a wider range of educational options.
4. Maintains job security for public school teachers because the Viable Alternative would not reduce the number of students in the public schools below current levels.
5. Stems the erosion of the tax base in Philadelphia by halting the flight of families as their children reach school age.

There is enough merit in this proposal to warrant immediate implementation.

Private schools **RIGHT NOW** can save the taxpayer in Philadelphia **32 million to 52 million dollars in addition to eliminating the need to raise taxes one half billion dollars for construction costs. Decisions must be made now** to balance the budget. That is why I again present this cost effective **VIABLE ALTERNATIVE.**

Sincerely,
William Elliott, Headmaster
Timothy Academy

BEST COPY AVAILABLE

2.0 **PROJECT ORGANIZATION--PLAN OF MANAGEMENT**

2.1 The project would be under the control of the Superintendent of the Philadelphia School District. He would be in charge of choosing the targeted schools and determining the number of students to participate at each school.

2.2 Any increase in enrollment throughout the system would be off set by selecting the same number of students to participate in a lottery at only the targeted schools.

2.3 Students eligible to participate would be any student in a targeted school not enrolled in special education. (The proposal is limited in scope and does not deal with special needs. The limited State dollars would not deal with the cost of special need students. And, by reducing the overall enrollment of the school district plus providing them with more dollars to spend on fewer students, the School District will be able to do a better job with the fewer remaining students.)

3.0 **METHODS OF IMPLEMENTATION**

3.1 Criteria for identifying targeted schools

3.1.1 Schools must be overcrowded as defined by existing regulations.

3.1.2 Schools would be located in high poverty inner city locations.

3.2 Targeted schools would be selected by the Superintendent and confirmed by the School Board.

3.2.1 Recommendations from community groups would be sought.

3.2.2 Recommendations from Philadelphia members of the State legislature (House and Senate) would be sought.

3.3 The State would be responsible to make the transfer of the State subsidies to the participating parent. The remaining portion of the State subsidy would be sent to the School District through normal procedures.

3.3.1 The State would provide the parent with a letter of intent to provide an educational grant.

3.3.2 Grant money would be forwarded to the parent in August (20%), November (30%), and March (50%).

3.3.3 The State would validate the student's attendance at the Alternative Educational Provider before completing the November and March payments.

4.0 **LEGAL and/or other CONCERNS**

4.1 Dual enrollment may require legislation from Harrisburg in order to allow the State subsidies to be divided between the School District of Philadelphia and the private educational provider.

4.2 The legality of the proposal may be challenged in court.

4.3 Eligible alternative educational providers would maintain their identity and policies in full. There would be no official legal relationship between the Philadelphia School District and the private provider.

4.3.1 The educational provider must have a three-year history of successfully providing education to children in the city.

4.3.2 The school must be recognized by the State as a licensed or non-licensed school and be located within the City limits. This will direct all of the State Subsidy funds to be spent within the City limits. It will provide tax dollars to the City, expand small private school and create not only greater choice for the poor, but help in economic redevelopment for the city and provide a more educated work force.

4.3.3 The school must have an annual report including financial records, which are audited or reviewed by a certified public accountant.

4.3.4 Alternative educational providers will maintain their own individual student acceptance policies.

4.3.5 The Alternative Educational provider (like the targeted Public School) would be encouraged to seek accreditation by the Middle States Association of Colleges and Schools (or some other similar accrediting body) if the school is not already accredited.

4.4 The lottery method of choosing students to participate will limit the possibility that this proposal would help only the best students.

4.5 Private educational providers may find conflicts between parents who have to pay tuition and parents whose tuition is paid for them through this proposal.

4.6 Responsibilities of parents (or the legally responsible party) would include (and is equally applicable to parents in the targeted school or to parents whose child attends the alternate school):

4.6.1 Helping their children with their education
4.6.2 Meeting with the teacher in a parent/teacher conference at least three (3) times per year
4.6.3 Making sure their child does their homework
4.6.4 Making sure their child attends school daily
4.6.5 Paying the tuition charges when due (applies only to alternate school)
4.6.6 Agreeing to abide by the policies of the school of the educational provider

4.7 Current public school teacher positions would be protected at the current level based on the current student enrollment. The Public Schools would have:

4.7.1 The same number of teachers
4.7.2 Smaller student enrollment
4.7.3 Smaller class sizes in targeted schools, and
4.7.4 More money to spend.

5.0 SCOPE OF THE MODEL PROGRAM

5.1 The model program will be limited to a maximum of 5000 students for the 1998-1999 school year.

5.2 The model program will be limited to a maximum of 20 targeted schools. (An average of 250 students from each school could be selected to participate. Fewer schools could be targeted making greater reductions in student enrollment possible at a particular targeted school.)

5.3 The Viable Alternative proposal is limited in time to the projected enrollment spike as forecasted by the School District unless the School District extends the program.

5.4 Community support groups would be encouraged to participate in helping the students from their community achieve academically.

5.4.1 At the targeted schools, community groups, local businesses, churches, etc. would be encouraged to work with the principal of the targeted school to develop after school tutoring and support programs to help the students achieve academically. The groups would be encouraged to establish relationships with the parents to help them increase their child's potential for academic success.

5.4.2 In a similar way, the same effort would follow a student to an alternative educational provider. Again, the emphasis would be to finds ways to help the child succeed.

5.5 The viable alternative proposal is specifically designed to help the less advantaged populations in the city. It will help those who choose to seek out an alternative educational provider. It will also help those who choose to stay in the local public school by providing them with smaller classes and more individualized attention.

6.0 TIME FRAME

6.1 The School Board at their June Board meeting would vote to initiate all necessary steps in order to have the proposal in place by September.

6.2

July:	School Board votes to implement proposal. Parents notified of lottery.
August:	Parents choose alternative educational provider.
September:	
October:	Attendance checks made by the State.
November:	Second payment made by the State.
December:	
January:	
February:	Attendance checks made by the State.
March:	Final payment made by the State.
April:	Student achievement testing administered.
May:	Results of tests shared with the parents.
June:	Evaluation done of model program. Recommendations made.
July:	

7.0 **BUDGET, FINANCES, AND AUDITS**

7.1 The money would come from the State subsidy, which is already part of the approved State budget.

7.1.1 The money per student ($3,500).

7.1.2 A maximum of $3,000 or 95% of the existing tuition would be made available to each of the 5000 students.

7.1.3 The balance of the money ($500) would go to the School District of Philadelphia.

7.1.4 Where the tuition is greater than the $3,000, the educational provider could not charge the parent more than $100 for the entire school year for any and all additional costs related to that child attending that school. (That would include fees such as but not limited to: books, registration fees, testing fees, tuition costs, lunch costs, field trip costs. Uniform costs--where required-- would be the responsibility of the parent.)

7.2 The Viable Alternative if implemented to include the enrollment spike of the projected 25,000 students would save the City of Philadelphia an estimated $50 million or more in annual operating expenses and an estimated $300 to $500 million in building construction to house the 25,000 students.

7.3 Parents participating in this proposal would be limited to a maximum of $100 during the course of the school year for any school expenses other than clothing. The remaining State subsidies would be forwarded to the School District.)

8.0 **EVALUATION and RECORD KEEPING**

8.1 Participating students would have to take an achievement test annually such as the Stanford or California test. Results of student progress would be forward to the parent and the Philadelphia School District.

8.2 Reporting of attendance would have to be made to the School District and to the State office responsible for forwarding funds to the parents.

A Viable Alternative

and

"Realities Converge: This Year Is Different"

The School District's report of February 24, 1997 presents the following:

1. "1997-98 Budget: Zero-Growth" p. 3
2. "It has no additional funds for increased student enrollment, which is expected to grow by nearly 3,000 children next school year--a number that could increase by thousands due to the new welfare laws." p. 4
3. "The unfortunate reality is that the construction of next year's budget must overcome the obstacle of the $104.4 million gap announced in October 1996." p. 5

Solutions:

1. "It is time for the State to step up to the plate. Education is the Commonwealth's responsibility." p. 12
2. **Use the State Equalized Subsidy for Basic Education (ESBE) funds to fund the Viable Alternative to deal with the 3000 new students.**

   The funds would be divided approximately: $2,300 to the parent, $200 for the State to administer the program, and $500 for the School District. (School district has more money with fewer kids.)

Results of proposal

1. Money comes into the City without the City School district having to hire.
2. New jobs are created without increasing city taxes. **(Economic redevelopment)**
3. Poor minority parents are given a choice for their children's education. (Voluntary participation)
4. Helps balance the School District's budget.
   a. Budget deficit is projected to be $52.8 million for 1997-98. p. 19
   b. 3000 less students requires fewer teachers to hire.
   c. 3000 less students requires fewer classrooms.
5. Reduces the student population in over crowded schools.
6. The City's tax payers see a creative alternative to funding which removes fears of increased taxing and encourages them to stay in the City.

The warnings--Any threat of increased taxes:

"The result would be a death spiral for Philadelphia: higher taxes would mean fewer jobs and people, causing a never-ending contraction of the City and School District's local t ax base." p. 20

The benefits: Good education with no tax increase!

"A well-educated labor force is essential for attracting well-paying jobs to the City, as well as for combating crime, homelessness, family disruption, and other social ills that erode the social fabric of a community." p. 21

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
4130 ARCH STREET, FIFTH FLOOR
PHILADELPHIA, PENNSYLVANIA 19103-1390

OFFICE OF GENERAL COUNSEL TELEPHONE (215) 400-7470

January 3, 1995

William J. Elliott, Headmaster
Academia Timoteo
Christian Day School
2637 North 4th Street
Philadelphia, PA 19133

Dear Mr. Elliott:

Superintendent Hornbeck referred to me your offer of a "second opinion" from your legal advisors regarding the "Viable Alternative" proposal. Both Mr. Hornbeck and I feel that it would be useful to hear another legal perspective on questions which we believe make your proposal a risky one, legally speaking.

There are several questions I have about the mechanics of your proposal. However, our principal concern is what appears to us to be its conflict with the Establishment Clause of the First Amendment to the U.S. Constitution. I have attempted to frame four questions which capture our primary concerns. They are:

1. Is the test pronounced in Lemon v. Kurtzman the standard against which the constitutionality of "A Viable Alternative" must be measured? If not, what is the applicable standard? State how "A Viable Alternative" satisfies the applicable standard.

2. What would you anticipate to be the relative proportion of religious schools versus nonsectarian schools which will participate in the program? If religious academies turn out to be heavily represented among the participating schools, could the program survive the "neutral effect" test of Lemon v. Kurtzman?

3. Given the substantial disparity between the average tuition at nonsectarian private schools and the tuition at religious schools, would the proposed subsidy be viewed as a financial incentive to choose religious schools, especially if you give preference to less economically advantaged students?

4. Does the proposal involve "excessive government entanglement with religion" in light of:

the plan to have the School District contracting with sectarian schools and have money flowing directly from government coffers to alternative religious schools;

the fact that the subsidies would support the entire instructional program of schools which make spiritual belief a basis for their academic program;

the proposal to have the School District represented on a board which would administer the funds and verify that participating students complied with the policies of the alternative schools; and

the designation of pupils as public school students for state funding purposes even though they would be attending private and parochial schools?

I would entertain your counsel's views on these questions.

Very truly yours,

Germaine Ingram

Germaine Ingram
General Counsel

GI/tw

cc: David W. Hornbeck

LAW OFFICES
BALL, SKELLY, MURREN & CONNELL
[illegible] SECOND STREET
P.O. BOX [illegible]
HARRISBURG, PENNSYLVANIA 17108-1108
([illegible])
TELECOPIER ([illegible])

JOSEPH O. SKELLY
PHILIP J. MURREN
RICHARD E. CONNELL
MAURA K. DUNLAN
ELIZABETH O. PLACE
TERESA R. MCCORMACK

COUNSEL TO THE FIRM
WILLIAM BENTLEY BALL

March 9, 1995

Ms. Germaine Ingram
General Counsel
School District of Philadelphia
2130 Arch Street, 5th Floor
Philadelphia, PA 19103-1390

RE: Viable Alternative Proposal

Dear Ms. Ingram:

We represent the Pennsylvania Catholic Conference and the REACH Alliance, two of the principal proponents of school choice legislation at the State level. Mr. William J. Elliott, headmaster of Academia Timoteo in Philadelphia, has asked me to review the questions posed in your letter of January 3, 1995 regarding Mr. Elliott's proposal to allow parents of public school children in overcrowded schools to obtain grants to assist in paying tuition at schools other than those operated by the School District of Philadelphia.

We do not represent Mr. Elliott, and the views which we express herein concerning Mr. Elliott's proposal are our own, and do not necessarily represent the views of the organizations for which we do provide representation with respect to the issue of school choice.

As we understand the "viable alternative" proposal, it calls for the School District of Philadelphia to contract with parents of students currently attending the public schools of the District to furnish those parents grants of up to 50% of the current public school per pupil cost toward payment of tuition at a nonpublic school or at a public school located outside the School District of Philadelphia. No students currently enrolled in private schools would be eligible for the grant, and the public school students would be selected at random by lottery from among those enrolled in overcrowded schools designated by the District.

With respect to your specific questions, I offer the following responses:

1. There is some debate among the members of the Supreme Court concerning the continued viability of the Lemon v. Kurtzman test in Establishment Clause cases. See, for example, the exchange between Justice Scalia and Justice White over the "burial" of Lemon in their separate opinions in the case of Lamb's Chapel v. Center Moriches Union Free School District, 113 S.Ct. 2141 (1993).

Even if the Lemon test, in some form, were to be applied to the "viable alternative" proposal, the principal inquiries under that test would be whether the proposal has a primary effect which advances religion, and whether the proposal necessitates excessive entanglement between government and religious entities.

Your remaining inquiries concerned those specific Lemon-test questions, and are addressed in the paragraphs which follow.

2. The relative proportion of religious schools versus nonsectarian schools which would be chosen by parents is really open to speculation, since it will be the parents who will do the choosing. It is that element of parental choice, however, which is the key to the proposal's constitutionality. I direct your attention specifically to the case of Mueller v. Allen, 463 U.S. 388 (1983) (upholding a Minnesota program of tax deductions for parents' expenses incurred in obtaining education for their children), and the case of Witters v. Washington Department of Services for the Blind, 474 U.S. 481 (1986) (unanimously upholding the use of public funds to pay the tuition of a student at a Bible college for training for the ministry).

In Mueller, Justice Powell, writing for the Court, stated:

> "The historic purposes of the (Establishment) Clause simply do not encompass the sort of attenuated financial benefits, ultimately controlled by the private choices of individual parents, that eventually flows through parochial schools from the neutrally available tax benefit in issue in this case."

463 U.S. at 400 (emphasis added).

In the 1993 case of Zobrest v. Catalina Foothills School District, 113 S.Ct. 2462 (1993) (argued by William Bentley Ball of this firm), the Supreme Court's Justice Blackmun, even in dissent, acknowledged that:

> "When government dispenses public funds to individuals who employ them to finance private choices, it is

difficult to argue that government is actually endorsing religion."

The prevailing constitutional principle has been summarized by the Congressional Research Service as follows:

"If . . . the design of the program does not dictate that the assistance be employed at pervasively sectarian institutions but provides a genuine choice to the initial recipient, as in Mueller and Witters, the program appears likely to pass muster under the establishment clause, even though pervasively sectarian institutions may be among the ultimate beneficiaries."

Congressional Record - Senate (daily edition), June 22, 1989, S7164.

Further, the utilization of a statistical inquiry into the relative proportions of religious versus nonsectarian school expenditures was specifically rejected by the Court in Mueller. See, 463 U.S. at 400-402.

3. Given the applicable constitutional standards referred to above, which assess primarily whether the program is driven by private individual choices, an inquiry into the relative amounts of tuitions at the schools which might be chosen would not be pertinent. We note that the Minnesota statute upheld in Mueller v. Allen placed a dollar amount cap on the tuition tax deduction allowable, without regard to a relative comparison of religious versus nonsectarian tuition levels.

4. I do not believe there is any excessive governmental entanglement which accompanies the viable alternative proposal. The School District would contract directly with parents who would accept the grants and utilize the funds to pay tuition. The analysis of the entanglement issue would therefore follow the same lines and produce the same result as found in Mueller v. Allen.

* * * * *

Two other court decisions are instructive with respect to Establishment Clause questions which may come into play. In Campbell v. Manchester Board of School Directors, 641 A.2d 352 (Vermont, 1994), the Supreme Court of Vermont, after examining prevailing opinions of the United States Supreme Court, upheld that State's tuition voucher program against a challenge made under the Establishment Clause. In Board of Education of Kiryas Joel Village School District v. Grumet, 114 S.Ct. 2481 (1994), five currently sitting Justices of the Supreme Court specifically called for the overruling of the

1985 case of Aguilar v. Felton which had invalidated the ESEA Title I program insofar as it was conducted on the premises of religious schools. There is therefore very little reason to presume that the Supreme Court would extend Aguilar even further so as to invalidate a school choice proposal.

For a number of reasons, we believe that the viable alternative proposal must be limited to State, rather than local school district funds, and that an amendment to the Public School Code is needed in order to allow for the "dual enrollment" of school district students in schools other than those operated by the district in order to qualify for ESBE funding for those students.

If you have any questions concerning any of these matters, I will be only too happy to address them further.

Very truly yours,

Philip J. Murren

PJM/nll

cc: William J. Elliott

bcc: Henry J. Aschenbrenner
Dave Kirkpatrick

Appendix B

for

Creative Approaches To Urban Education:

Children Reaching Their Fullest Potential

A Report to the

Congress of the United States of America

House of Representatives

103rd Congress

Committee on Small Business
Subcommittee on Empowerment

Honorable
Mark E. Souder,
Chairman

B-363 Rayburn House Office Building
Washington, DC 20515-6315

Presented by
William Elliott
March 26, 1998

The Philosophy Study

Introduction

The educational ministry of Timothy Academy is based on the authority, authenticity, and reliability of the Bible as the written revelation of God concerning all matters of faith, truth and practice. It is there that we learn of the God who created man good and in His own image, that is, in true righteousness and holiness. Man was created to rightly know and faithfully serve God. However, since his fall into sin, man's life is so changed that he is conceived in and born in sin, prone to hate God and his neighbor. This sin manifests itself in the many broken relationships we see in our world and in our neighborhoods. Each student, surrounded by this brokenness day after day, must learn of Christ, through whom alone healing will come. He must be taught concerning his need to love the Lord with all his heart, with all his soul, and with all his mind, and to love his neighbor as himself. Therefore, all his education – all subject areas, discipline procedures, and school activities – must teach the child to obey the Lord and serve his fellow man.

Timothy Academy Curriculum Guide, iii.

Self-study for accreditation
Middle States Association of Colleges and Schools
Members of the Committee

Name	Role
Richard Hamilton	Chairperson Nature of Relationships Nature of Processes
Michelle Malara	Nature of the Student
Meredith Harper	Nature of Purpose

Nature of Purpose

- **Religious Nature**

The educational ministry of Timothy Academy is based on the authority, authenticity, and reliability of the Bible as the written revelation of God concerning all matters of faith, truth and practice. It is there that we learn of the God who created man good and in His own image, that is, in true righteousness and holiness. Man was created to rightly know and faithfully serve God. However, since his fall into sin, man's life is so changed that he is conceived and born in sin, prone to hate God and his neighbor. This sin manifests itself in the many broken relationships we see in our world and in our neighborhoods. Each student, surrounded by this brokenness day after day, must learn of Christ, through whom alone healing will come. He must be taught concerning his need to love the Lord with all his heart, with all his soul, and with all his mind, and to love his neighbor as himself. Therefore, all his education – subject areas, discipline procedures, and school activities – must teach the child to obey the Lord and serve his fellow man.

As a local representation of the people of God gathered together in common purpose, Timothy Academy seeks to honor the Lord Jesus Christ in the daily life of the school. One expression of this goal is the faculty devotional times scheduled for mutual encouragement and prayer. Another expression of our desire to honor Jesus Christ is our commitment to begin each class day with a devotional time where reading of God's Word and prayer take a prominent place. In addition, we believe that it is important to foster a sense of community in worship through weekly chapel programs where students sing praises to God and are challenged to live out the faith they profess in all they do.

An essential element of understanding our task as a Christian school is the belief that it is the God-given responsibility of parents to oversee and provide for the education of their children. Therefore we view the Christian school as an extension of the Christian home with both working in harmony with the Christian Church. However, in a case where a student comes from a home with no Christian foundation, we will work to evangelize the student and family in order that, through the grace of God, we might work in proper relationship with the home.

- **Academic Nature**

Timothy Academy is dedicated to encouraging the process of student growth. This growth takes place through academic advancement, spiritual and moral maturation, and social and physical development. Recognizing that these elements of growth can never be totally separated, we as an educational body, however, view academics as our primary focus. We are dedicated to providing and promoting high academic standards, which enable our students to develop their God-given gifts. To this end we place strong emphasis on basic skills (such as reading, writing, speaking, listening, and mathematics) while at the same time encouraging the development of logical reasoning, creative and critical thinking, independent research, and the use of Biblical criteria in evaluative activities.

Nature of the Student

- **The Spiritual Nature**

The spiritual life of each student is determined by his relationship to Jesus Christ. Those who are in Christ share in a new life of the Spirit. The growth and development of this new life is done within the context of relationships both in and out of the school. In the school, students grow in their knowledge of Jesus as a personal Savior who loves them, accepts them, and forgives them through his finished work on the cross.

Through the sharing of prayer and praise, fellowship and worship, the students learn of the love and service which is the hallmark of all true disciples of Jesus Christ. It is that love and service which they are challenged to make characteristic of their lives.

- **The Intellectual Nature**

The educational philosophy of Timothy Academy is guided by our conviction that each student has the right to learn and realize his God-given potential. We therefore strive to nurture the student's inherent capacity for learning. This involves acting upon our understanding that the intellect develops at different stages. We therefore introduce the student to concepts and experiences in a sequential fashion, broadening and expanding the program as his capabilities broaden and expand.

In the early primary grades students are introduced to fundamental skills in logical, concrete ways which emphasize the experiencing of concepts. As the students progress through the grades, they begin to reason more abstractly, comprehending signs, symbols and generalizations. This progression emphasizes the importance of building concept upon concept in a structured format. Yet the stability of the structure must not supersede the recognition of individual development and meeting the needs of each student.

- **The Personal Nature**

Personal growth is another aspect of each student's development. This growth begins before the child enters school, and is fostered and guided at school in a context of community. Within that community each student is given opportunities to develop and use decision-making skills, learn Christian values, build his Christian character, and become a person of faith whose life is built on Christian principles. On the basis of these principles, students are encouraged to think on their own and to critically question the issues they face. This procedure will guide students toward independence, but true independence can only be realized if the student develops a positive self-image. Therefore, it is also our goal to build a strong sense of self-worth by showing each student that he is loved.

- **The Social Nature**

Children also grow and mature through social interaction. The school provides opportunities for students to develop a sense of self-esteem as well as an appreciation for the rights of others. Because we believe that everyone has been created in the image of God, we are able to encourage a caring atmosphere of acceptance and mutual respect as well as an attitude which values mutual responsibility and trust in authority. We purpose to develop in students strong Christian values which will guide the way they live their lives in a free and democratic society. Students are encouraged to use their gifts to build a better world through positive activities both in the classroom and out.

- **The Physical Nature**

Because we believe that the body is both a gift from God and the temple of the Holy Spirit we strive to give opportunities for the development of the physical nature of the student. In order to make proper use of this gift, the student must learn its proper care, abilities and limitations. Therefore, respect for the body is emphasized through instruction, which promotes the development of a healthy attitude toward sexuality and the use of alcohol and drugs. Physical education classes are conducted in which the students benefit from healthy competition, an emphasis on teamwork and cooperation, and an awareness of the physical skills of which each is capable.

Nature of Process

- **Administrative Process**

The Board of Directors of Timothy Academy is the final authority and decision making body concerning school property, finances, faculty appointments and school policy. The board has established standing committees from which it receives recommendations and to which it gives authority to make decisions. These committees are the educational committee, the finance committee and the fund-raising committee. The headmaster is a nonvoting member of the board and makes recommendations to the board on all matters pertaining to the operation of the school. He directly administers personnel, the physical plant, materials and equipment, finances and transportation, and reports to the board on all administrative responsibilities. The principal is a nonvoting member of the board and directly administers educational personnel, curriculum, student matters and scheduling and reports to the board on all administrative responsibilities. Educational policy and curriculum evaluation are developed by the faculty and administration working together. Lines of communication are open at all levels.

- **Curriculum Processes**

Academic instruction within the school is a process whereby basic skills, subject content, and proficiencies are acquired throughout the grades. Basic skills are emphasized as they are introduced and taught, as well as when they are integrated in the teaching processes that follow. Students are led beyond the mere acquisition of these basic skills, however, and

encouraged to draw on them as they think creatively and make applications in all fields of knowledge.

Curriculum development is done by faculty committees under the direction of the administration. This process provides a forum for new insights and perspectives within a stable and integrative context. The process of curriculum development is never-ending. At least one curricular area should be evaluated annually, with recommendations for revisions being made to the board through the education committee. Workshops are provided to facilitate curriculum changes.

- **Evaluation Processes**

Evaluation is an ongoing activity that takes place at every level within the school. Administrators are evaluated by the board; teachers are evaluated by the administration; students are evaluated by teachers. Improvement of performance is the goal of evaluation, and all elements of the evaluation process are directed to building up the individual.

The formal evaluation process for faculty members provides one means by which the principal will evaluate the teacher, and involves a system of pre-observation consultation, classroom observation, and post-observation conferencing. During the pre-observation consultation the teacher and principal confer on the goals of the upcoming observation. The observation itself is done using an evaluation checklist and writing anecdotal comments. The post-observation conference is used for the discussion of the observation and the setting of goals to improve the teaching process.

- **Teaching Processes**

The teaching process is one that is both teacher directed and student responsive. Such a process makes use of a variety of teaching methods and materials. Whole group as well as individualized instruction is employed. Manipulatives and learning centers are incorporated along with the teaching of content from textbooks. Teachers are given the freedom to use those methods and materials that fit their personal style and gifts, and meet the needs of the students in their classrooms.

Nature of Relationships

- **Student and Student Relationships**

Students are encouraged to relate to each other as members of a caring community, mutually supporting one another in their common goal of growing as students. Friendly competition among the students can be profitably used as an incentive, but this is always done in the context of cooperation and mutual responsibility.

- **Student and Teacher Relationships**

Students and teachers work in an atmosphere of mutual respect on the basis of being individuals created in the image of God. This mutual respect is essential for providing a classroom environment that is conducive to learning. Teachers are called by God to serve as models to their students while acting as facilitators, supporters, problem solvers, and directors of learning experiences. As individuals called by God to their vocation, teachers are given authority in the classroom. Their responsibility is to serve students by using this authority and their gifts according to biblical principles. This includes teaching and requiring students to exhibit appropriate attitudes and behaviors in the school and in their community.

- **Teacher and Teacher Relationships**

Teachers relate to each other in collegial fashion, working together toward the common goal of providing a solid educational experience for the students. As a unit working in harmony, the faculty serves the students and their parents, and provides a model of mutual support and encouragement for students.

- **Teacher and Parent Relationships**

It is our belief that parents and teachers act in harmony to provide that which is best for each student's educational and developmental progress. Communication between parents and teachers is open. Formally, teachers provide quarterly reports to parents concerning intellectual, personal, social, emotional, physical and spiritual growth of students. Teachers also confer and consult with parents on significant aspects of the student's development and progress both at school and at home. Each teacher is encouraged to determine his/her own method and frequency of contact with parents depending on individual circumstances.

- **Teacher and School Relationships**

The Ministry of the school and its board is carried out by the faculty. Therefore, the educational philosophy, goals and objectives of the teacher should be in keeping with those of the board in order that unity is maintained. Because the board entrusts the teachers to carry out its purpose and the teachers respect the board for its calling and guidance, there is an appreciation for the importance of all involved in the ministry of the school.

Appendix C

for

Creative Approaches To Urban Education:

Children Reaching Their Fullest Potential

A Report to the

Congress of the United States of America

House of Representatives

105th Congress

Committee on Small Business
Subcommittee on Empowerment

Honorable
Mark E. Souder,
Chairman

B-363 Rayburn House Office Building
Washington, DC 20515-6319

Presented by
William Elliott
March 26, 1998

RESUME

William J. Elliott
6 Forklanding Road
Cinnaminson, NJ 08077
(609) 786-8718

Education:	**Degree:**
Eastern College (62-64, 68)	BA--Religion
Moody Bible Institute (64-67)	Diploma--Education: Music
Grace Theological Seminary ((76-78)	MA--Educational Administration

Additional Graduate Study and Specialized Training:

Westminster Seminary (69) -- Greek and Hebrew
Glassboro State College (71) -- Education
Temple University (88) -- Environmental issues
Association of Institutional Development Officers, Elgin, IL -- (77)
Development Association for Christian Institutions. Tulsa, OK. (79)
MACSA Teachers Convention, Lancaster (Yearly)
National Heritage Foundation, Washington (78)
National Institute for Christian School Administrators. (76 & 77)
Christian Community Development Association. Detroit, (92)
Innovative Practices and Programs for Children at Risk, Harvard U., (92)

Professional Experience:

Northeast Christian School	1971-1974
Teacher, Acting Administrator	
King's Christian School	1970, 1974-1980
Director of Development	1978-80
Assistant Principal	1976-1978
Teacher, Grades 7/8	1970, 1974-1976
Timothy Academy	1980 to present
Headmaster	

--Responsible for all aspects of an inner city Christian school including a staff of 40, a budget of $900,000, two properties and 250 students.

Missionary	1982 to present

--AIM International Urban Division, Field Director, Philadelphia.

Professional Credential:

Type:	Professional
Level:	All level--Principal
Date of Issuance:	7/22/85
Issued by:	Association of Christian Schools International

Accomplishments:

Kings Christian School

--Established Development Program
--Doubled gift income in two years plus obtained a gift property worth $150,000.

Timothy Academy

--Established curriculum guide and faculty manuals
--Obtained gift property from the City including entire city block with 40,000 square foot building.
--Obtained volunteer help to renovate newly acquired building
--Developed gift income which exceeds $100,000 annually.
--Established a day care program, summer school program, after school care, and a summer camp program.
--Established matching gift program for endowment fund of $50,000
--Established $350,000 science renovation project with $90,000 matching gift program.
--Initiated a self-study program in 1992 to gain accreditation through Middle States Association of Colleges and Schools.

Philadelphia Public Schools

--Participated in the committee of 40 to interview the candidates for the School Superintendent
--Participated on a committee to review school contracts between the Philadelphia Public Schools and providers of special services to private schools in the city.
--Developed a program to save the city schools one billion dollars without laying off any personnel. (Proposal well received but not acted on.)

Personal Data:

Born:	April 1, 1944
Married:	June 17, 1967
Wife:	Charlene S. Elliott
Children:	Christina, Nathan, Miriam, Esther

Disclosure on Grants during last three years.

Timothy Academy participates in Title VI programs. That participation is done through the Office of Nonpublic Categorical Programs of The School District of Philadelphia.

Year	Amount	Money used for
1997/98	$995.	Purchase one computer
1996/1997	$1,010.	Purchase one computer
1995/1996	$1,720.	Purchase one computer

The Office of Nonpublic Categorical Programs is located at:

Cardinal Dougherty High School
6301 N. 2nd Street
North Wing, Room 116
Philadelphia, PA 19120

The Director is: Robert F. Magliano.

Appendix D

for

Creative Approaches To Urban Education:

Children Reaching Their Fullest Potential

A Report to the

Congress of the United States of America

House of Representatives

105th Congress

Committee on Small Business
Subcommittee on Empowerment

Honorable
Mark E. Souder,
Chairman

B-363 Rayburn House Office Building
Washington, DC 20515-6315

Presented by
William Elliott
March 26, 1998

REDEEMER LUTHERAN SCHOOL
5212 RYAN AVENUE • PHILADELPHIA, PENNSYLVANIA 19136-4591
(215) 624-6446 • FAX (215) 332-6150

TERRY L. HERLEMAN SALBOLT
Pastor

PAUL R. STADELBERGER
Principal

E. SANDRA JONES
Business Manager

March 12, 1998

Mr. William J. Elliott
Headmaster
Timothy Academy
2637 N. Fourth Street
Philadelphia, PA 19133-4964

Dear Bill,

Grace, mercy, and peace, in Christ our Lord.

Thank you for your recent letter to me indicating your upcoming pilgrimage to Washington, DC to testify before a congressional hearing on the positive education experiences Christian schools provide.

Our school is successful because, first and foremost, we offer education with a difference: that being a Christ-centered learning environment. As such, we are able to teach important values such as love, caring, and concern. These values are a part of our teachers', parents' and students' lives, therefore we don't have to worry about offending someone by teaching these lessons inside, as well as outside, the classroom.

The second aspect of our success is the dedication of the faculty and staff. Our teachers are all highly trained, certified, and many (70%) have Master of Education degrees. These teachers love teaching, and even though they could teach elsewhere for double their current salary, they want to be here. Along these same lines, our parents also value what our school is able to offer their child, namely a caring, loving, dedicated faculty and staff. Our parents as well make many sacrifices to send their child to our school, therefore they to become involved in their child's education. They support our programs and teachers. They encourage their child to do their best. They want their child to learn, so they will provide whatever is necessary to accomplish this.

Quality Christian Education Since 1948

The third part of our success is a challenging curriculum. We use-up-to date methods and materials. We encourage our students to do more than the minimum. Our teachers will spend extra time working with a student, whether that is during the teacher's lunch period, before, or after school. Our curriculums focus is on the basics and fundamentals. We want our children to be able to master the basics before we move on to other things. It also means that we provide a well rounded

BEST COPY AVAILABLE

educational experience as well. Music, the arts, physical education and computers are all a part of each student's education.

There are many other factors that account for our success. We have excellent discipline (students are expected to behave), and we don't tolerate continued behavior problems. It also includes extra-curricular activities, such as student council, choir, sports, yearbook committee, etc. Some of these meet after school as well as during school hours. We also have a safe learning environment. Our students come to school not worrying about getting hurt at school. We also give our students many responsibilities, from putting up the flag each day, to having our eighth graders being a buddy to a kindergartner. We also encourage students to be excellent representatives of our school.

There are many more things I could list here but these are the main items that make us different from other schools.

God bless you, and be with you at the hearings.

In Christ's Love,

Paul

Paul Stadelberger

CORINTHIAN CHRISTIAN ACADEMY
6100 N. 21st Street
Philadelphia, Pa., 19138
Rev. C. L. Pryor, President, Board of Directors

March 20, 1998

Hon. Mark Souder,
Chairman,
Small Business Committee
U.S. House of Representatives
Washington, D.C.

Many people at all levels of our society are searching for an alternative to the existing school systems. They have lost their confidence in the Public Schools' ability to properly educate the children entrusted to them. As a result of this mistrust, many small private schools have come into being hoping to fulfill the needs that have been perceived by parents. Corinthian Christian Academy is one such institution. It was established with the intent to provide an alternative to the low to moderate income families in our community.

Presently our school has an enrollment of seventy students who are serviced by thirteen teachers and staff. Our students range in age from three years to ten in classes from Nursery to Grade Four.

At CCA, our goal is to provide our students with the opportunity to grow and mature at an individualized rate so that each one of them can develop to the fullest all of their talents and capabilities. Our teachers are encouraged to be as innovative in their class settings as possible so that our goals can be attained.

We are alert to the fact that students learn in a variety of ways rather than all in the same manner. Because of our small class size, we are able to seek out the best way of reaching the individual student's peculiar learning patterns and motivate them toward success.

We are constantly striving to keep up with the latest educational strategies and technologies. This is achieved by in-service training for all of our staff several times during the school year. Professional educators are brought in to address specific needs and concerns of our faculty.

Along with the failure to academically prepare students, many persons criticize

BEST COPY AVAILABLE

the school systems for not instilling value systems in their student populations. Here at Corinthian Christian Academy, we attempt to instill a very high degree of respect for values and society. Nor do we forget the need to foster a positive self-image. The values and personal philosophy of each of our staff members are carefully scrutinized. This is done because we believe that not only must they impart academic knowledge, but that they must also create an environment in which children can be lead toward a basic understanding and development of humaneness.

We believe that we have had a high level of success based upon our basic philosophy, our small class sizes, our academic standards and our commitment to serve our community.

We derive our operating budget from the moderate tuition which we charge the parents and guardians of our student body. The escalating cost of those things necessary to educating our young people makes our task a difficult one but we believe we are on the right track and intend to persevere to the Glory of God and the benefit of the constituents that we serve.

Sincerely,

Joyce Hamer-Betts
Headmistress

Haywood H. Board
Headmaster

BEST COPY AVAILABLE

For the Minds and Hearts of His Children

PHILADELPHIA MONTGOMERY CHRISTIAN ACADEMY

March 19, 1998

Dear Friends:

Philadelphia-Montgomery Christian Academy was founded in 1943 by Christian parents to provide a Biblically-based Christian education from a distinctively Reformed and Calvinistic perspective. That mission has been maintained, and today Phil-Mont serves 620 students from 410 families in Philadelphia and its suburbs.

Phil-Mont has a very strong academic reputation with 98% of our graduates going on to higher education. We are accredited by the Middle States Association of Colleges and Schools.

One of Phil-Mont's key strengths and attractions is our ethnic and racial diversity. Thirty-five percent of our students are minorities including 26% African American; 8% Asian American and 1% Hispanic. At our Roxborough elementary campus which is in Philadelphia, 51% of the students are minorities. This diversity in the context of our unity in Christ has proven to be extremely valuable in the education of our children.

Christian school education puts a strong emphasis on character development and values education based on the Bible. Our children are taught honesty, integrity, love and respect for others, respect for authority as well as love for God. We reinforce what is taught in the home and church. I am proud of the accolades our graduates receive from both colleges and employers. It is especially gratifying to receive a call from an employer looking for some high school students who need work because he knows our kids will be "honest, polite, and respectful to their boss and the public."

Private Christian education plays a vital role in our cities. It is ethnically and racially diverse and serves the whole socio-economic spectrum of families. We are thankful to be able to serve God in this way.

Sincerely,

Paul J. Foster

Paul J. Foster, Ph.D
Headmaster

Hillcrest Campus
35 Hillcrest Avenue
Erdenheim, PA 19038
(215) 233-0782

Dresher Campus
1701 Jarrettown Road
Dresher, PA 19025
(215) 657-4370

Roxborough Campus
[illegible]
Philadelphia, PA 19128
(215) 482-[illegible]

SCA SANCTUARY CHRISTIAN ACADEMY
5923-41 Walnut Street
Philadelphia, Pennsylvania 19139
215-748-6510/6511

Dr. Audrey F. Bronson
Founder & Director

Dr. Becky M. Carlton
Principal

SANCTUARY CHRISTIAN ACADEMY

Sanctuary Christian Academy is located in the West Philadelphia Urban Area of Philadelphia, PA. The school, founded in 1978, is a private educational institution which is registered for grades K through 8. It was born out of a genuine concern for the religious, ethical and moral aspects of children's lives, and for reviving a respect for God and the educational process.

The main priority is the mastery of the basics so that a solid foundation can be formed for future education. In addition, we endeavor to provide meaningful experiences necessary to recognizing and developing positive concepts about African-American and other cultures and lifestyles. Our goal is to stimulate our students to recognize their capabilities and to use their talents to improve self esteem and strive toward desired goals. We want to help our students develop a conceptual basis for understanding and attacking the persistent problems resulting from racism and other problems in America.

Our success is due, in part, to our commitment to develop and improve the basic skills of our students. The parents are an integral part of our educational master plan. They work closely with our teachers and also with our Parent-Teacher Fellowship.

Sanctuary Christian Academy's philosophy is "Back to basics. Back to God." We never stray from this philosophy and it is taken very seriously.

Our goal is to continue to provide an atmosphere of acceptance and respect for the educational process and the natural ability of our children, our most precious treasures.

March 17, 1998

BEST COPY AVAILABLE

Thaddeus Scott Lott, Sr.
Transcript of Testimony
Committee on Small Business
Creative Approaches to Urban Education
Thursday, March 26, 1998

Background

My name is Thaddeus Scott Lott, Sr. I am presently the Project Manager for the Acres Homes Charter Schools District and Mrs. Wilma Rimes is now serving as principal of Mabel B. Wesley Elementary School. Wesley Elementary, where I served as principal from 1975- 1995, is in the Acres Home Community located on the north side of Houston, Texas. Wesley is one of four schools in the Acres Homes Charter Schools District which is one of the thirteen districts that make up the Houston Independent School District. Wesley Elementary serves students in grades PK through 5th with a total annual enrollment of approximately 1100. The student population is predominantly African-American with approximately 93% of the students representing this ethnic group. Approximately 82% of the students enrolled receive free or reduced lunch.

In 1975, when I became principal at Wesley Elementary, many children were non-readers or read one or two years below grade level. Many sixth grade students read on a second grade level, and a few were non-readers. In searching for a means of improving reading skills, I visited a campus that was implementing the *DISTAR (Direct Instruction System for Teaching and Remediation)* reading curriculum, developed by Siegfried Engelmann. I was impressed by what I observed and began the implementation of DISTAR in 1976.

Project Follow Through, (Exhibit A) was one of the largest, most expensive educational experiments ever conducted. From 1968-1976 over 10,000 low income students in 180 communities were involved in this $500 million dollar project designed to evaluate nine different approaches to educating economically disadvantaged students from kindergarten through grade 3. Students who were in the Direct Instruction model made the most gains in all areas when compared to the other eight models.

If students are taught during the school year, they should show at least 8 months growth at each grade level. For example, the theoretical grade level for the end of first grade would be 1.8. Grade equivalent scores represent the typical performance of students tested in a particular month of the school year; the numeral to the right of the decimal indicates the month and the numeral to the left indicates the grade. (Grade level scores would typically be 1.8 in May of the first grade. Example: 1.8 / first grade, eighth month.)

In the Spring of 1975 all students in grades three through six in the Houston Independent School District were administered the Iowa Test of Basic Skills. Exhibit B shows the mean grade equivalent for Wesley Elementary students in grades three through six (the only grades tested) in 1975. As the scores indicate, all students tested were scoring below grade level at that time.

In the Spring of 1977, first and second grade students were included in the district test population on the Iowa Test of Basic Skills. Exhibit B shows the mean grade equivalent scores for that test group. As depicted in these results, after two years of implementing the *DISTAR* program the first and second grade students were performing on grade level.

With the continued implementation of the *DISTAR* reading program came an increase in grade equivalent scores. By 1979, (Exhibit B, pg. 2) students in the third, fourth, and fifth grades were performing between 1.5 and 2 years higher than pre-*DISTAR* students.

Based on this improvement, I expanded *DISTAR* each year until there was school-wide implementation. Wesley has continued to use *DISTAR* (now part of the *Reading Mastery* series which includes stories, literature, and a range of supplemental material) and has added numerous other Direct Instruction programs (e.g. *Reasoning and Writing*, *Spelling Mastery*) based on a similar rational throughout its curriculum. While many other schools constantly changed programs as educational fads shifted, Wesley Elementary stayed with and perfected its program. The most recent and comprehensive research review on teaching reading from the *National Institute of Child Health and Human Development* (G.R. Lyon, 1997) validates the way that Wesley has been instructing their students for the last twenty years; stressing the importance of early teaching of phonics, explicit instruction in sound-letter correspondence, systematic teaching of regular spelling patterns, showing children how to sound out words, using decodable text that allows them to practice the skills they have been taught, and using strategies to teach comprehension through interesting stories. (Exhibit C)

The Road to Success

I. Diagnose and Prescribe Individual Instructional Needs

In 1975, I initially reviewed all the students' permanent folders to try to find the common thread that was a determinant of the children's strengths and weaknesses. Most importantly I conducted a detailed item analysis of each child's standardized test scores. Based on the results of my study, I developed a structure within Wesley Elementary whereby students are placed in classrooms based on their identified instructional level. At the end of each school year the teachers at each grade level meet to review all performance information on each child and to recommend placement for the next year. This performance information includes standardized test scores, the successful reading level achieved at the end of that school year, report card grades, and individual observations on the study habits of each child in the classroom. At the beginning of each school year teachers are provided with all the performance information that was reviewed at the end of the previous year. In addition, the receiving teacher administers the *Reading Mastery Placement Test* and the program test for the basal reader. Using all of this information the teachers are able to structure their instruction so that it best meets the educational needs of each of their children.

II. Design the Curriculum and Instruction to Meet the Needs of All Students

Standards of Achievement and Promotion

Standards of achievement for each grade are extremely important. Teachers need to know what skills their students must have by the end of the year. These standards should be communicated to all stakeholders in the community. Students cannot be promoted until they can successfully demonstrate their abilities. When this is not done, students continue to move through the educational system without acquiring the skills needed to be successful. Exhibit D is a study done by my district office staff concerning the reading

47-567 98 - 4

level of students entering the sixth grade at M.C. Williams Middle School. As the information shows, 79% of the 5th graders represented were not reading on grade level at the beginning of 6th grade. This population includes students that were promoted by H.I.S.D. elementary schools and those promoted by elementary schools outside of H.I.S.D. A small number of Wesley Elementary 5th grade students attend M.C. Williams beginning in the 6th grade. Until districts are required by law to establish performance standards at each grade level and promotion guidelines that support these standards, the need for remediation programs will continue.

Clustering and Placement of Students Based on Instructional Level

The clustering of students based on their instructional level is fluid within a class, as well as, from class to class on each grade level. With ongoing, in-program reading assessment this flexible arrangement of students allows for movement based on how quickly they are able to process the information that is presented. Students who are able to move at a faster rate are identified and instructed in a manner that allows them to progress in their reading development at their own pace. Those students who need to move at a slower pace are similarly identified and instructed in a way that provides them the opportunity to progress at a rate that supports daily success in learning. This allows for more effective teaching because no one is "holding the group back."

When organizing students for placement in any of the reading programs that we use, it is important to first individually test every student. Therefore, we administer the placement test that is provided with the reading program. This test is administered individually to every student and provides the teacher with knowledge of the individual student's oral reading ability (rate and accuracy), as well as information regarding their level of comprehension. We also administer other tests which provide teachers with information regarding vocabulary and comprehension items the students answer after silently reading a passage. Using a variety of tests helps provide the teacher with some valuable knowledge about the instructional level of each child and therefore ensures proper placement in the classroom. Proper placement is crucial to every students success in any program.

The following reading diagnostic tests are administered annually to students prior to placement in a reading program.

1. *Reading Mastery Placement Test*
   Decoding(Rate & Accuracy)-Individual student oral test
   Comprehension-Group written test (Beginning at Lvl. III)

2. Basal Reader Test
   Vocabulary and Comprehension-Group written test

Reading Program Description-Direct Instruction

Wesley currently uses *Reading Mastery* (formerly *DISTAR*) as its core reading program. *Reading Mastery* initially emphasizes the acquisition and mastery of critical word attack(decoding) skills based on phonics. This is done in a direct, clear and straight forward fashion. Teachers present lessons to teach new skills, practice skills already learned and apply all of these skills in the context of reading stories designed for this purpose. In addition, students read for comprehension. This instruction is begun in Kindergarten and typically, the majority of students have mastered the basic phonics and word attack skills before entering the first grade. Due to the large amount of time spent in

reading instruction, the first grade students are able to move on to instruction which emphasizes applying thinking skills and strategies to comprehend what they read. Throughout all instruction students are actively engaged in the learning process by responding as a group or on an individual basis when called upon or in writing. They receive instant feedback to confirm or correct their responses. Students actively practice the skills and strategies presented throughout the lessons. All students receive consistent daily practice and review in reading, writing, listening and speaking. The students understand what is expected of them. They work hard and their self-esteem is obvious when they read aloud to you.

Reading instruction also includes a basal reader and a wide variety of novels. The classroom and campus library offer children the opportunity to read and comprehend a wide variety of books and other texts that are personally selected, as well as assigned. Students participate in various incentive programs involving reading.

I believe and research supports that when children are taught to read in Kindergarten using a direct systematic approach, they are able to enter the 1st grade on the same level as their counterparts, no matter what their socio-economic level.

Exhibit E shows the performance of 1st grade students in the Houston Independent School District (H.I.S.D.) on the Fall 1997 administration of the Stanford 9 norm-referenced test. As the data illustrates, out of approximately 182 elementary schools only 13 had 1st graders with total reading scores in the top 80% as compared to the national norm. Wesley Elementary is one of these 13 schools. At the beginning of 1st grade, our students scored at the eighty-third percentile in reading.

That is where the similarities end. Exhibit E continues to describe the comparison of Wesley's demographics to the twelve other high performing H.I.S.D. elementary schools. As shown Wesley Elementary has the highest percentage of students on free and reduced lunch, the second highest student mobility rate, and the highest percentage of teachers with 5 years or less experience.

III.Staff Selection and Support

Source of Staffing

It is essential to a successful program to have qualified teachers that are certified to teach in the areas they are assigned. Over the years I have found that teachers coming from university teacher preparation programs do not know how to teach reading. The coursework they are required to take does not educate these prospective teachers in how children learn to read and consequently in how to teach them to read. The courses generally address global issues in education and not the specific needs of children.

In addition, student teaching assignments, for the most part, are in suburban high income areas that do not offer experience with the types of children and classrooms in which they will ultimately be teaching. When student teachers are assigned to urban schools, they are usually placed in schools in areas of higher socio-economic status. Student teachers being assigned to do their practice teaching in poor urban schools is extremely rare. In my twenty years as principal at Wesley Elementary, I had less than ten student teachers assigned to my school. Consequently, when a first year teacher comes to Wesley

Elementary it then becomes the responsibility of the administration on the campus to train them. They must be taught what and how to teach. These new teachers must also be provided with training in how to organize and manage a classroom, most importantly student discipline.

I have found that alternative teacher preparation programs, such as the Houston Independent School District Alternative Certification Program (ACP), produce much more competent and effective teachers. In 1984 the 68th Texas Legislature established the Alternative Teacher Certification Program in House Bill 72 (HB72). In HB72, the State Board of Education was directed to provide for the certification of individuals who met specific requirements and also completed an internship in a public school. The program was implemented for non-certified teachers to fill shortages in critical need areas, such as low socio-economic urban neighborhoods, and to provide entry into the teaching profession for qualified individuals wishing to make a career change. The general requirements for acceptance into this program include a Bachelor's degree from an accredited college or university, 2.5 overall grade point average (GPA) on a 4.0 scale, and passing scores on all three sections of the Texas Academic Skills Program (TASP) test. Upon completion of summer pre-service training and a commitment to ongoing training during the school year, participants are eligible as teacher of record, for the (internship year) school year. Upon completion of the program requirements and passing scores on the state level teacher proficiency test, participants earn a teaching certificate.

The Texas Education Agency has implemented a state level competency test for all individuals seeking to be certified to teach. It is called the *ExCET Professional Development* test and is produced by the Educational Testing Service in New Jersey. All prospective teacher candidates must be approved by their teacher preparation programs, prior to taking this test.

The following table illustrates the first time passing rates on the ExCET Professional Development exam taken in the Fall of 1997.

	All Examinees	Hispanic	African American	White/Other
Texas ACP	87.7%	78.6%	75.4%	94.7%
Houston ISD ACP	92.7%	95.5%	80.7%	100%
University Based	85%	69.7%	68.1%	90%

The above data supports my experience as the principal of a school in a low socio-economic urban neighborhood. Teachers coming from university based teacher preparation programs are not given the training they need to teach children. Alternative preparation programs more effectively address the training needs of teachers.

Teacher Monitoring and Support

The expectation that is communicated up front at Wesley Elementary is that the commitment is to the children and if a teacher is not able and willing to make that commitment, then it would be best for all concerned for them to seek employment at a school more in line with their own philosophical beliefs. Teachers that remain at Wesley find that the school administration provides a strong infrastructure in order to ensure that every teacher receives the necessary help and support they need when starting a new year and continuing throughout the school year.

The basis of this begins with the Principal's selection of an excellent teacher, with experience in a Wesley classroom. This outstanding teacher is not assigned a group of students to teach. They serve as a Lead Teacher, who is capable of going into any classroom on the campus and providing assistance. Their responsibilities include:

- •teaching/demonstration lessons
- •critiquing instruction
- •disseminating information from the Principal
- •conducting weekly meetings
- •providing the teachers and the grade level chairperson with information on: scheduling / grades / report cards / progress reports / discipline / classroom management / classroom procedures / lesson plans / curriculum
- •serving as liaison between the Principal and the grade level chairpersons
- •working with parents
- •planning and implementing staff development
- •monitoring teacher performance (observe teachers, lesson plans, grade book, etc.)
- •monitoring student performance (observe folders, workbooks, etc.)

At the next level is the grade level chairperson. The Principal selects one person from each grade level to serve as the chairperson for that grade. The chairperson's responsibilities are:

- •to disseminate information to the classroom teachers from the Principal and/or Lead Teacher regarding: scheduling / grades / report cards / progress reports / discipline / classroom management / classroom procedures / lesson plans / curriculum
- •to provide demonstration lessons
- •to conduct weekly meetings

Professional Development

Teachers are well prepared to meet the demands of teaching at Wesley. Staff development is an on-going process. Prior to the opening of school, teachers new to the school receive pre-service training. Throughout the year training is provided based on the needs of the teachers and students. Mentors are assigned to all new teachers. Based on guidelines from the state, the Houston Independent School District(HISD) designates six full staff development days and six early release days. Wesley Elementary utilizes every day to provide ongoing support for teachers' professional growth and development. Exhibit F describes the some of the training that teachers receive.

The staff development model consists of four types of training.

- •Preservice training-Teachers receive training in the effective teaching of the reading program before they begin teaching the Direct Instruction programs. This consists of an average of 10 hours of training per program level.

- •Inservice training-Teachers receive training outside the classroom during the school year. The focus of this training is based on the instructional needs of the teachers as determined by classroom observations.

- •In-class coaching/monitoring-Teachers are observed during instruction, given feedback, and follow-up observations are conducted to ensure teacher/student success.

BEST COPY AVAILABLE

•Demonstration Lessons-When the need dictates, Lead Teachers and/or District Office Instructional Support Personnel conduct demonstration lessons in the teacher's classroom with the teacher's students as a means of showing the teacher how to effectively teach his or her students.

III.Leadership

Understanding Instruction
The administrators at Wesley are thoroughly familiar with the reading process having taught in the classroom at Wesley before becoming administrators. I have found that it is virtually impossible for a principal to hire a good reading teacher, unless they themselves are familiar with what the area of reading entails and the expertise, training, and experience that are required of personnel desiring to work in this area. Administrators must work along with their Lead Teachers and Grade Level Chairpersons in setting goals, selecting, and ordering reading materials and equipment; but this type of cooperative effort (with the administrators playing the quarterback role) can take place only if all involved are familiar with the reading process.

Human Resources
Administrators must hire competent teachers, and they must have the "guts" to fire those who are incompetent. This often means battling teacher unions, which oftentimes seek to support incompetent and ineffective teachers remaining in classrooms. Their focus is not on the welfare of the students, but on the welfare of the teachers.

Staff Support and Professional Development
The Principal and the Assistant Principal observe classes on a daily basis, check student performance and records, and provide teachers with the necessary materials/supplies. The Lead Teachers monitor student progress every day. These individuals provide in-service training if the need is indicated.

Additional support, when needed, is provided by the Instructional Specialist and the Reading Teacher Trainer from the district office. However, this outside training is frequently focused on the needs of the reading program in place on Wesley's campus.

Reading as a Financial Priority
I have made always placed reading at the top of my list of priorities for Wesley Elementary. During the twenty years that the *Reading Mastery* program has been in place at Wesley Elementary, I have always had to purchase the hard cover readers, consumable workbooks, and reading kits with Title 1, Part A *Helping Disadvantaged Students Meet High Standards* federal program funds. *Reading Mastery* has never been on the State of Texas' approved textbook list; therefore, I have not been able to receive these vital supplies as part of my allocated instructional materials. Monies that other schools are able to apply to programs and materials that support reading instruction on their campuses, I have had to use to implement the *Reading Mastery* program. In 1996, we applied for and received a small allocation of funds through the H.I.S.D. reading department that was from the Title VI federal program, *Innovative Education Program Strategies* . This small grant assisted Wesley in purchasing additional consumable workbooks. The *Reading Mastery* materials are costly, but since reading is the priority, purchasing an effective reading program takes precedence.

In addition, this federal program has provided funding for an *Optional Extended Year Program*. The purpose of this program is to reduce and ultimately eliminate student retention. We do utilize this funding to provide a summer school program; however, the focus is not solely on remediation. Children should be able to read at the end of the year you started teaching them to read. I feel we should do the job right the first time.

Summary

In summary, the following have ensured the continued success of the students at Wesley Elementary.

1. Diagnosis and prescription of individual student needs
2. Design the curriculum and instruction to meet the needs of students
   - •Standards of Achievement and Promotion
   - •Clustering and placing students based on their instructional level
   - •Direct Instruction reading program (*Reading Mastery*)
3. Staff Selection and Support
   - •Source of staff - Alternative teacher preparation programs superior to university teacher preparation programs
   - •Teacher monitoring and Professional Development - Lead Teachers and Grade Level Chairpersons support classroom instruction
4. Leadership
   - •Understand reading instruction
   - •Human Resources - Hire and retain only competent teachers that are able and willing to do the job.
   - •Staff Support and Professional Development - Make sure it is quality and meets the needs of the teachers and students
   - •Make reading a financial priority

High expectations for all teachers and students combined with a program that makes it possible to reach these expectations, makes Mabel B. Wesley Elementary a successful school.

Bibliography

Adams, G.L. and Engelmann, S. (1996). Project Follow Through (In-depth and Beyond) *Research on Direct Instruction : 25 Years Beyond DISTAR.* Educational Achievement Systems, Seattle, Washington.

Lyon, R. (1997). *Thirty Years of NICHD Research: What We Know About How Children Learn to Read.* Center for the Future of Teaching and Learning, Santa Cruz, California.

EXHIBIT A

Research on Direct Instruction: 25 Years Beyond DISTAR

Gary L. Adams
Siegfried Engelmann

BEST COPY AVAILABLE

CHAPTER 6

Project Follow Through (In-depth and Beyond)

Project Participants and Models

Project Follow Through was the largest, most expensive educational experiment ever conducted. This federal program was originally designed to be a service-oriented project similar to Head Start. However, because of funding cutbacks, the emphasis was shifted from service to program evaluation during the early years (1968-1976). Over 10,000 low income students in 180 communities were involved in this $500 million dollar project designed to evaluate different approaches to educating economically disadvantaged students from kindergarten through grade 3. State, school, and national officials nominated school districts that had high numbers of economically disadvantaged students. Representatives of these school districts chose to participate after hearing presentations from 20 sponsors of different educational models. Each participating district then implemented the selected sponsor's approach in one or more schools. Also, each district received $750 per student beyond the normal level of funding. After 1976, Follow Through continued as a service program until its funding was eliminated in 1995. For an excellent review of Project Follow Through, see *Effective School Practices*. (1996). Volume 15 (1).

Each sponsor was required to:

- *"provide the community with a well-defined, theoretically consistent and coherent approach that could be adapted to local conditions;*
- *provide the continuous technical assistance, training, and guidance necessary for local implementation of the approach;*
- *exercise a 'quality control' function by consistently monitoring the progress of program implementation;*
- *serve as an agent for change as well as a source of program consistency by asking the community in retaining a consistent focus on the objectives and requirements of the approach rather than responding in an ad hoc manner to the daily pressures of project operations;*
- *insure implementation of a total program, rather than a small fragment, such as reading, with a resulting possibility for a major impact on the child's life, and*
- *provide a foundation for comprehending and describing results of evaluation efforts"* (Egbert, 1973, p. 16).

The orientation of the sponsors varied from the loosely-structured open classroom approach to the highly-structured behavior analysis approach. To be included in the Follow Through evaluation, a sponsor had to have more than three active school sites that could be compared to control school sites in the same communities. Nine of the original sponsors qualified for inclusion in the evaluation.

Abt Associates used the system developed by White (1973) to classify the approaches of the different models. The first dimension was the theoretical orientation of the models:

- **The behavioristic approach** is based on the belief that all behaviors are learned. The reason that disadvantaged children are behind was because no one has taught them necessary social and academic skills. The training is based on selecting the behavioral objectives that are needed. Then teachers reinforce the steps in the behavioral objectives. The general label for this group became the Basic Skills Models.
- **The cognitive development approach** is based on the developmental sequence that characterizes normal cognitive growth. The reason that disadvantaged children are behind is because they have insufficient normal cognitive experiences. The orientation of this approach is to provide interactions between children and teachers. During these interactions, children learn how to solve problems and learn verbal skills based on a self-directed process. Emphasis is placed on the teacher providing age-appropriate cognitive materials and experiences. The general label for this group was the Cognitive/Conceptual Skills Models.
- **The psychodynamic approach** is based on the assumption that socioemotional development (the development of the "whole child") is essential for educational improvement. Emphasis is placed on trying to improve children's self-esteem and peer interactions. The goal for the teacher is to provide an environment in which children could move toward the goal of self-actualization through children making their own free choices. However, it was assumed that children know what is best for their personal growth. The general label for this group was the Affective Skills Models.

Basic Skills Models

Behavior Analysis Model (University of Kansas) Developed by Donald Bushell, this model used a behavioral (reinforcement) approach for teaching reading, arithmetic, handwriting, and spelling. Social praise and tokens were given to students for correct responses, and the tokens were traded for desired activities. Teachers used programmed reading programs (Sullivan) in which the task was presented in small steps. Students were monitored and corrective procedures were implemented to ensure student progress.

Direct Instruction Model (University of Oregon) Developed by Siegfried Engelmann and Wes Becker, this model used the DISTAR (DISTAR is an acronym for Direct Instruction System for Teaching And Remediation) reading, arithmetic, and language programs. The model assumed that the teacher is responsible for what students learn.

Language Development (Bilingual) Model (Southwest Educational Developmental Laboratory) This curriculum-based model used an eclectic approach based on language development. When appropriate, material was presented first in Spanish and then in English.

Cognitive/Conceptual Skills Models

Cognitively-Oriented Curriculum Model (High Scope Foundation) This popular model was directed by David Weikart and was based on Piaget's descriptions of underlying cognitive processes. Students were encouraged to schedule their own activities and follow their schedules. The teacher modeled language through the use of labeling and explaining causal relationships. Also, the teacher fostered a positive self-concept through the way the students were given choices.

Florida Parent Education Model (University of Florida) Based on the work of Ira Gordon, this approach taught parents of disadvantaged students how to teach their children. At the same time, students were taught in the classroom using a Piagetian approach. Parent trainers coordinated the teaching. Emphasis included not only language instruction, but also affective, motor, and cognitive skill instruction.

Tucson Early Education Model (TEEM) (University of Arizona) Developed by Marie Hughes, TEEM used a language-experience approach (much like the whole language approach) that attempted to elaborate the student's present experience and interest. The model was based on the assumption that students have different learning styles so child-directed choices were important. The teacher assisted by helping students compare, recall, and locate relationships.

Affective Skills Models

Bank Street College Model (Bank Street College of Education) This model used the traditional middle-class nursery school approach that was adopted by Head Start. Through the use of learning centers, students had many options, such as counting blocks and quiet areas for reading. The teacher was responsible for program implementation by taking advantage of learning situations. The classroom was structured to increase learning opportunities.

Open Education Model (Education Development Center) Derived from the British Infant School model, this model focused on building the students' responsibility for their own learning. Reading and writing were not taught directly, but by stimulating a desire to communicate.

Responsive Education Model (Far West Laboratory) Developed by Glenn Nimnicht, this was an eclectic model using the work of O.K. Moore, Maria Montessori, and Martin Deutsch. The model used learning centers and the student's interests to determine when and where the student was stationed. The development of self-esteem was considered essential to the acquisition of academic skills.

The second dimension for categorizing sponsors is the degree of structure. According to White (1973),

- High structure involves curriculum-based predetermined roles for teachers and students. These roles were developed by the project planners. Teachers were expected to directly lead the students and students were expected to follow the teacher's lead. The implementation were expected to be consistent across classrooms.
- Low structure involves teachers instructing based on their own educational philosophy and experience within the project's framework. Teachers and students were free to select activities according to their needs. This process led to a wide variety of classroom implementations.
- Middle structure involves mixing low and high structure activities. Teachers and students had broad guidelines for implementation. The teacher used high structure curriculum-based periods and low structure activity periods. However, the high structure activities were based on broad objectives, not step-by-step implementation requirements.

Abt Associates (Stebbins, St. Pierre, Proper, Anderson, & Cerva, 1977) categorized the nine different models in the two dimensions is shown in Figure 6-1.

Program Design

Each model was evaluated across 4 to 8 school sites with students who started school in kindergarten or first grade. Each Follow Through (FT) school district identified a non-Follow Through (NFT) comparison site for each Follow Through site. The comparison site acted as a control

group. Unfortunately, the NFT schools that were selected tended to have students who were less economically disadvantaged than the Follow Through schools. Because of this problem, Abt Associates used a covariance statistical analysis process to adjust for initial differences.

A total of 9,255 FT and 6,485 NFT third-grade students were in the final-analysis group. During the years preceding the final analysis, students in each school site were tested at entry and then each spring until the third grade. The DI Model included low-income students in 20 communities. These communities varied widely – rural and urban – blacks, whites, Mexican Americans, Spanish American, Native Americans, and a diverse mixture of other ethnic groups.

Figure 6-1: Dimensions of the Nine Follow Through Models

The Stanford Research Institute was initially awarded a contract for data collection and Abt Associates received a contract for data analysis. The Office of Education determined the final design of the project with consultation from the Huron Institute. Because the models had very different educational orientations, the data collection was comprehensive. Assessment information was collected in the areas of basic skills, cognitive, and affective behavior. The process of selecting appropriate assessment instruments was an arduous task of selecting the most reliable, valid tests that could be administered in a brief amount of time.

The following tests were used to assess basic skills, cognitive, and affective achievement (see Figure 6-2): the Metropolitan Achievement Test (MAT), the Wide Range Achievement Test (WRAT), the Raven's Coloured Progressive Matrices, the Intellectual Achievement Responsibility Scale (IARS+ and IARS–), and the Coopersmith Self-Esteem Inventory. The MAT is a respected achievement test that assess Basic Skills and Cognitive-Conceptual Skills. The Basic Skills scales of the MAT included Listening for Sound (sound-symbol relationships), Word Knowledge (vocabulary words), Word Analysis (word identification), Mathematic Computation (math calculations), Spelling, and Language (punctuation, capitalization, and word usage). The WRAT measured number recognition, spelling, word reading, and oral and written math problems.

The Cognitive Skills scales of the MAT included Reading (comprehension of written passages), Mathematics Concepts (knowledge of math principles and relationships), and Mathematical Problem Solving (the use of reasoning with numbers). Also, the Raven's Coloured

BEST COPY AVAILABLE

Progressive Matrices was used; however, the test at the final analysis did not prove to discriminate between models or show change in scores over time.

Affective Skills were assessed using two instruments. The IARS was designed to assess whether students attribute their successes (+) or failures (–) to themselves or external forces. The Coopersmith Self-Esteem Inventory is designed to assess how students feel about themselves, the way they think other people feel about them, and their feelings about school.

Figure 6-2 : Evaluation Instruments Used Per Year

When Administered	Basic Skills	Cognitive-Conceptual Skills	Affective Skills
Entering Kindergarten or Entering First	**Wide Range Achievement Test**		
Leaving Kindergarten	**MAT - Primer** • Listening for Sound	**MAT - Primer** • Reading • Mathematics Concepts	**Intellectual Achievement Responsibility Scale (IARS)** • Locus of Control-Positive • Locus of Control-Negative
Leaving First Grade	**MAT-Primary I** • Word Knowledge • Word Analysis • Mathematics Computation	**MAT-Primary I** • Reading • Mathematics Concepts	
Leaving Second Grade	**MAT-Primary II** • Word Knowledge • Spelling • Mathematics Computation	**MAT-Primary II** • Reading • Mathematics Concepts • Mathematics Problem Solving	
Leaving Third Grade	**MAT-Primary III** • Word Knowledge • Spelling • Language • Mathematics Computation	**MAT-Primary III** • Reading • Mathematics Concepts • Mathematics Problem Solving **Raven's Coloured Progressive Matrices**	**Intellectual Achievement Responsibility Scale (IARS)** • Locus of Control-Positive • Locus of Control-Negative

Students started in either kindergarten or first grade and were retested yearly through the end of third grade. While critics have complained about test selection and have usually suggested more testing, the assessment effort in this study went well beyond any other educational study conducted before, or since.

Comparisons Across Follow Through Sponsors

Significant Outcome Comparison

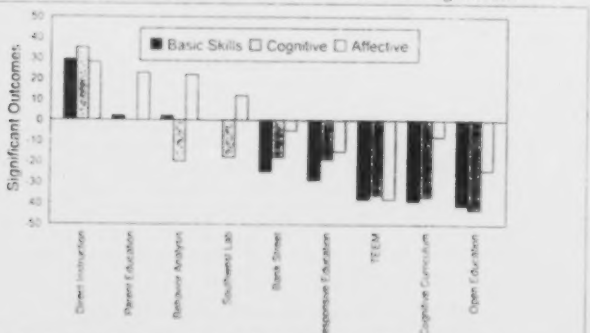
Abt Associates analyzed the data by comparing each Follow Through model's scores to both the local comparison group and the national pooled comparison group (created by combining the comparison groups from all nine Follow Through models). Local comparison scores and national pooled comparison scores were used as covariates to analyze each variable. A plus (+) was given

if (a) the Follow Through (FT) model exceeded the Non-Follow Through (NFT) models by one-fourth standard deviation (.25 effect size) and (b) the difference was statistically significant. A minus (–) was given if the NFT score exceeded the FT score by one-fourth standard deviation (.25 effect size) and was statistically significant. If the results did not reach either the plus or the minus criterion, the difference was null and left blank.

If either the pooled or local comparisons was plus (+), the effect was recorded as a plus 1. If either or both was a minus (–), the effect was recorded as a minus 1. Then the plus and minus values were summed and multiplied by 100. The possible range of scores was from -100 to 100. If the Follow Through model scored consistently higher than the comparison model on a variable, then the index was a positive number. If the comparison model scored higher, the index was negative. If there was no difference between the two groups, the score was zero (0.00).

Figure 6-3 shows the results of this analysis for third graders. The number of negative scores shows that the local or national pooled comparison group scores were higher than most of the Follow Through models, which means that on average, the control groups outperformed the Follow Through groups.

Figure 6-3: Comparison of Achievement Outcomes across Follow Through Models



0 = No difference between the Follow Through model and the comparison group
(adapted from Stebbins et al., 1977)

Basic Skills Model	Cognitive Skills Model	Affective Skills Model
• Direct Instruction	• Parent Education	• Bank Street
• Behavior Analysis	• TEEM	• Responsive Education
• Southwest Lab	• Cognitively Oriented Curriculum	• Open Education

Only the Direct Instruction model had positive scores on all three types of outcomes (Basic Skills, Cognitive, and Affective). Overall, the Direct Instruction model was highest on all three types of measures.

It might be expected that the Basic Skills Models would have the highest basic skills scores, the Cognitive Skills Models would have the highest cognitive skills scores, and the Affective

BEST COPY AVAILABLE

Skills Models would have the highest affective skills scores. However, Table 6-1 shows that the Abt results (based on rank order of scores) gives a very different picture. A rank of "1" indicates the best ranking and "9" indicates the worst ranking. Underlined scores reflect the highest expected score, based on model orientation. The bold-faced scores shows the best overall average rank per outcome measure.

Table 6-1: Ranks Per Model Orientation

Groups (Categories)	Outcome Measures		
	Basic Skills	Cognitive Skills	Affective Skills
Basic Skills Models	**Average Rank 2.7**	**Average Rank 2.8**	**Average Rank 2.7**
Cognitive Models	Average Rank 5.7	Average Rank 5.0	Average Rank 5.7
Affective Models	Average Rank 6.7	Average Rank 5.2	Average Rank 6.7

Expected best rank is underlined and the actual best ranking is **bold**

The results were very different from expectations suggested by the model orientations. The three programs in the Basic Skills Model had the best scores for basic skills, cognitive skills, and affective skills. Of the three groups, the Basic Skills Models (Direct Instruction, Behavior Analysis, and Southwest Lab) had the best basic skills scores. The Cognitive Models (Parent Education, TEEM, and Cognitively-Oriented Curriculum) ranked second in cognitive skills; however, the average rank of 5.0 is far from the average rank of 2.8 for the Basic Skills Models. The Affective Models (Bank Street, Responsive Education, and Open Education) had the worst affective ranks (6.7 compared to 2.7 for the Basic Skills Models).

Figure 6-3 provides more details on the models' rankings. The DI model had, by far, the highest basic skills scores while the other two Basic Skills models had more modest results (the Behavior Analysis model had a slight positive score and the Southwest Labs score was 0.0).

Figure 6-3 also shows that none of the Cognitive Models had positive cognitive scores. In fact, the Direct Instruction Model was the only model of the nine that had a positive cognitive score (and the results were extremely positive – over 35%). In contrast, students in two of the three cognitively-oriented models [TEEM and Cognitive Curriculum (High Scope)] had the lowest cognitive scores.

Critics have often complained that the Direct Instruction model created a pressure cooker environment that would negatively impact students' social growth and self-esteem. As the Abt Associates' authors note:

> "Critics of the model have predicted that the emphasis of the model on tightly controlled instruction might discourage children from freely expressing themselves and thus inhibit the development of self-esteem and other affective skills." (p. 8)

Because of this expectation, the affective scores are of interest. Three of the five lowest-scoring models on the affective domain were models that targeted improving affective behavior; none of the affective models had positive affective scores. In contrast, all Basic Skills Models had positive affective scores, with the Direct Instruction model achieving the highest scores. The theory that an emphasis on basic skills instruction would have a negative impact on affective behavior is not supported by the data. Instead, it appears that the models that focused on an

affective education not only had a negative impact on their students' basic skills and cognitive skills, but also on their affective skills.

Although a group funded by the Ford Foundation (House, Glass, McLean, & Walker, 1978) questioned certain aspects about the test selection and data analysis in the Abt report, the results consistently showed the Direct Instruction model was superior on all variables.

Fine Tuning the Results

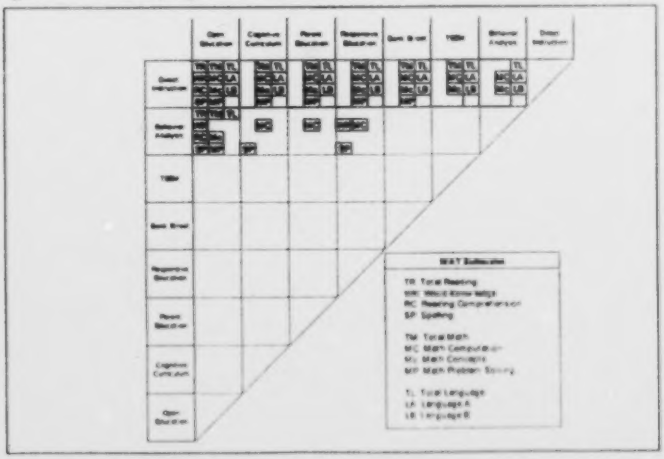
The Bereiter-Kurland Reanalysis

After reviewing the critiques of the Abt Report by House et al. (1978), Bereiter and Kurland (1981-1982) reanalyzed the data of that report based on the criticisms that the report used an inappropriate unit of measurement for the dependent variable and inappropriate covariates. The Bereiter-Kurland reanalysis was based on:

- Using the site means as the dependent variable.
- Using these site scores as covariates: socio-economic status and ethnic and linguistic difference from the mainstream.
- Using only models that had data from 6 or more school sites.

Figure 6-4 shows their results when mean scores of each model's MAT scores were compared to those of other models.

Figure 6-4: Statistically Significant Differences (Bereiter & Kurland, 1981-1982)



Each model had the possibility of 77 statistically significant differences (7 other models times 11 MAT subscale scores). Grayed boxes indicate statistically significant differences per variable. (For example, there were 11 statistically significant differences between Direct Instruction and

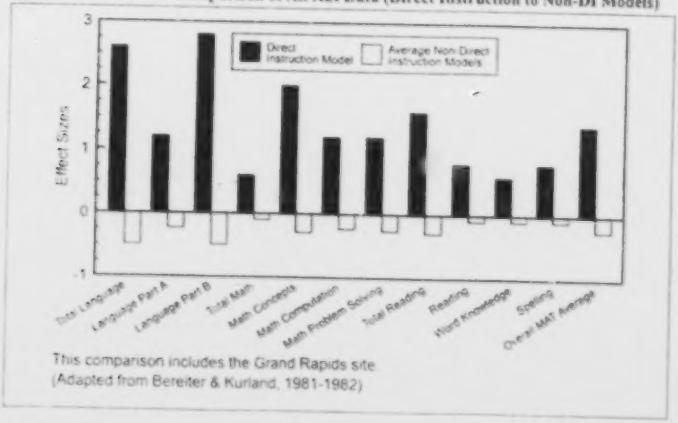
BEST COPY AVAILABLE

Open Education and 7 differences between DI and Cognitive Curriculum.) Fifty of the 77 possible differences for the Direct Instruction model (61.0%) were statistically significant based on Newman-Keuls Tests ($p=<.05$). In contrast, the Behavior Analysis model showed only 18 of 77 significant differences (23.4%).

None (0.0%) of the other six models showed any statistically significant differences (no grayed boxes) on any of the 11 MAT subscales (0 of 396 possible combinations). This means, for example, that none of the 11 MAT Bank Street scores differed significantly from any of the Responsive Education, TEEM, Cognitive Curriculum, Parent Education, or Open Education mean scores.

Another way of showing the difference between models was through the use of effect size comparisons. Figure 6-5 shows a different display of the information provided by Bereiter and Kurland (p. 11). In this figure, the effect size of the Direct Instruction model is compared to the average effect size for the other Follow Through models. The differences are dramatic, even though the Direct Instruction data include the Grand Rapids site, which did not truly implement the Direct Instruction model. The differences would be greater if only implemented Direct Instruction sites were included.

Figure 6-5: Effect Size Comparison of All Abt Data (Direct Instruction to Non-DI Models)



This comparison includes the Grand Rapids site.
(Adapted from Bereiter & Kurland, 1981-1982)

To provide a clearer picture of the differences, Figures 6-6 and 6-7 display the Bereiter-Kurland findings according to domain. First, Figure 6-6 compares the effects for the Basic Skills scores of the Direct Instruction model with the average effect size of the other Follow Through models. Differences for effects on some MAT Basic Skills subscales scores are over 3.0 (Total Language and Language B). The average effect size difference in Basic Skills scores between Direct Instruction and the other models was 1.8.

BEST COPY AVAILABLE

Direct Instruction

Figure 6-6: Bereiter-Kurland Analysis of Basic Skills Abt Data

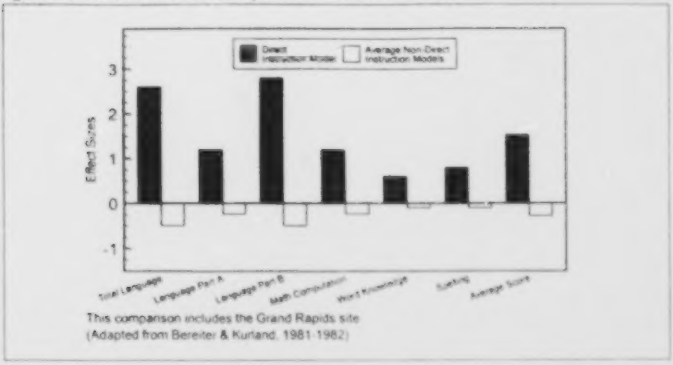
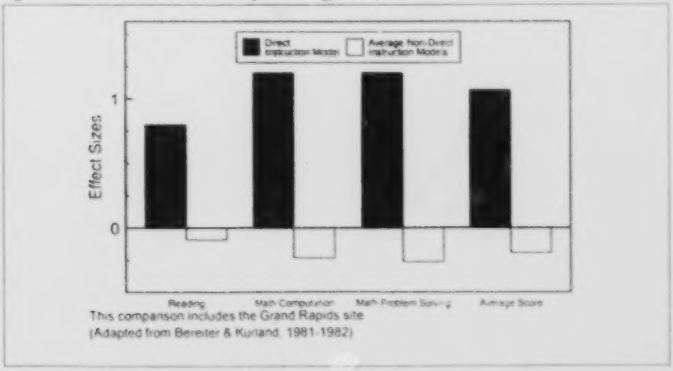


Figure 6-7 shows the differences in the cognitive scores between the DI models and the average Follow Through model. Effect sizes are above 1.0 for all but one difference.

Figure 6-7: Bereiter-Kurland Analysis of Cognitive Abt Data



Figures 6-8 and 6-9 show a further breakdown for the reading, language, and spelling data. With the exception of the Behavior Analysis model, none of the scores of the other models were

BEST COPY AVAI

even close to the lowest Direct Instruction score. Excluding the Behavior Analysis model, the smallest difference in effect size was .6. The largest effect size difference was 3.8.

Figure 6-8: Bereiter-Kurland Analysis of Abt Reading and Spelling Data

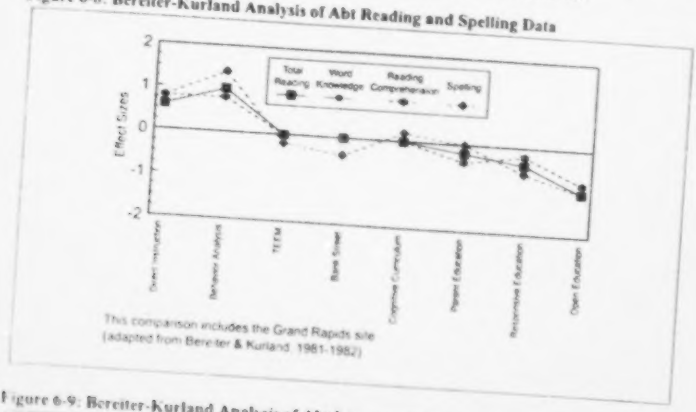


Figure 6-9: Bereiter-Kurland Analysis of Abt Language Data

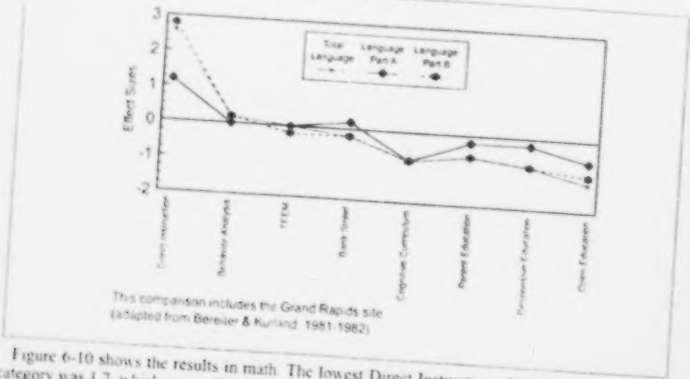
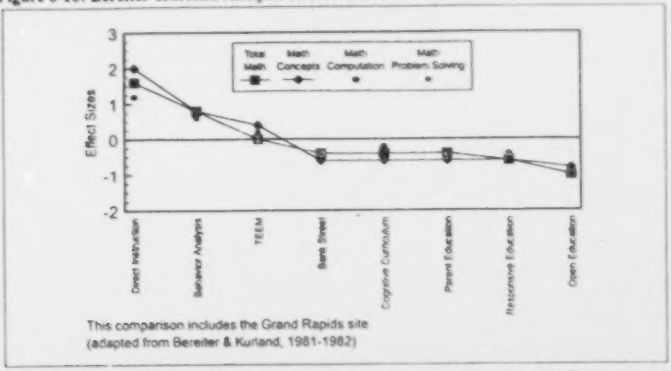


Figure 6-10 shows the results in math. The lowest Direct Instruction effect size for any math category was 1.2, which was well above scores of any other model. A particularly depressing fact was that for five of the eight models, none of their MAT subscale scores were above 0.0. The

BEST COPY AVAILABLE

smallest effect size difference was .6 and the largest was 2.8 (the difference in MAT Math Concepts scores between the Direct Instruction and Open Education models).

Figure 6-10: Bereiter-Kurland Analysis of Abt Math Data



This comparison includes the Grand Rapids site
(adapted from Bereiter & Kurland, 1981-1982)

Overall, the Bereiter-Kurland reanalysis provides even stronger support for the effectiveness of Direct Instruction. As the authors noted, only the Direct Instruction and Behavior Analysis models had positive results and the Direct Instruction model results were vastly superior.

Changing the Abt Report Criteria

Becker and Carnine (1980) had two other complaints about the Abt Associates report, which resulted in the Abt report underrepresenting the superiority of the Direct Instruction model. First, there was a problem with mismatches between Follow Through sites and comparison sites. Sometimes non-Follow Through sites initially had higher entry scores than the Follow Through sites. Abt Associates deleted these data from subsequent analyses. Unfortunately for the Direct Instruction model, sometimes the scores for the comparison groups were significantly higher at entry, but by the end of third grade the Direct Instruction model group scored significantly higher than the comparison groups. Abt Associates also excluded data if there were significant differences between the two groups in preschool experience per site, even though preschool experience (e.g., Head Start) had only a very low correlation with later achievement (-0.09). (This variable was not used in the previously cited Bereiter-Kurland study.) Overall, approximately one-third of the data was excluded from most Follow Through models because of these decision rules.

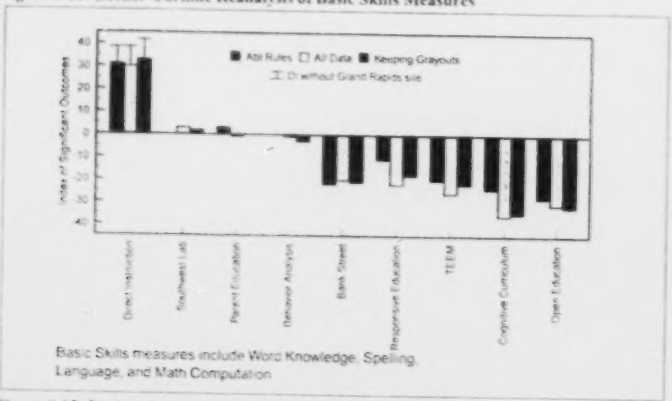
Figures 6-11 through 6-13 shows the differences in results based on admitting these data. When data were kept for sites where there were initial performance differences, the highest scoring model (Direct Instruction) scored even higher whereas the lower scoring models (Cognitive Curriculum and Open Education) scored even lower. The scores for the other models stayed roughly the same.

Becker and Carnine reanalyzed the data without the Grand Rapids site. (The Grand Rapids site stopped using Direct Instruction when there was a change of program director. Even though this problem was well documented, Abt Associates included the Grand Rapids site in the Direct Instruction data and their subsequent results.) Figures 6-11 through 6-13 show the already high

BEST COPY AVAILABLE

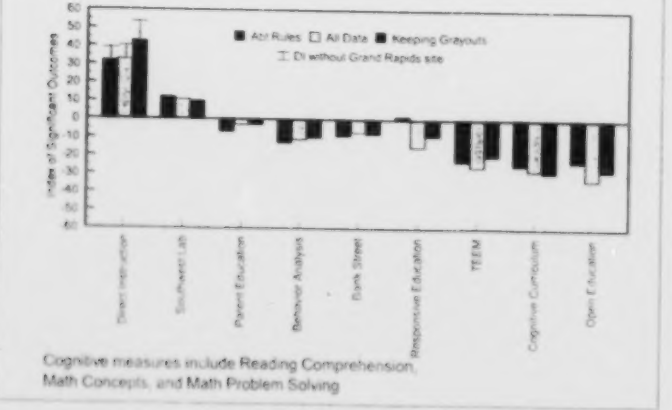
scores for the Direct Instruction model became even higher when the Grand Rapids data were removed.

Figure 6-11: Becker-Carnine Reanalysis of Basic Skills Measures



Basic Skills measures include Word Knowledge, Spelling, Language, and Math Computation

Figure 6-12: Becker-Carnine Reanalysis of Cognitive Measures

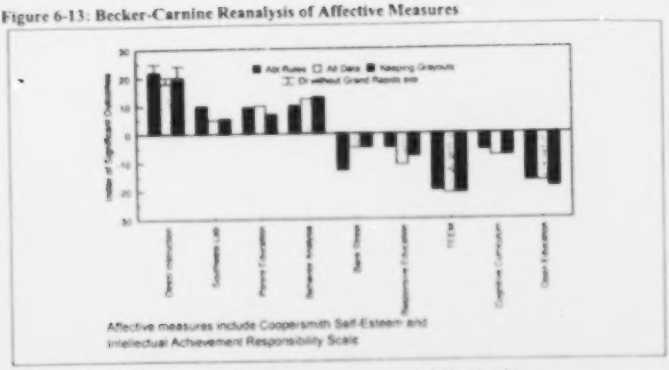


Cognitive measures include Reading Comprehension, Math Concepts, and Math Problem Solving

BEST COPY AVAILABLE

Direct Instruction

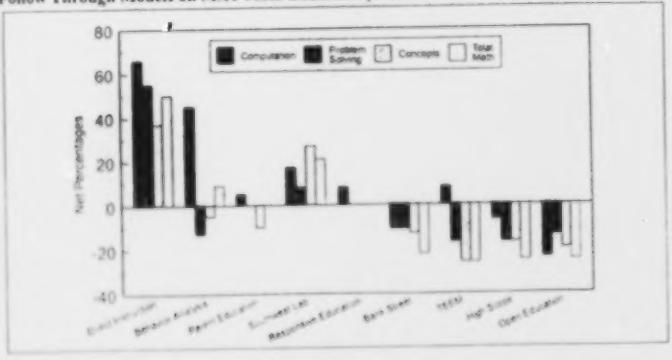
Figure 6-13: Becker-Carnine Reanalysis of Affective Measures



Reanalyzing the Abt Report Math Achievement and Affective Data

Of all academic subjects, math had the consistently lowest scores across the Follow Through models. Carnine and Gersten (1982) reanalyzed the Abt Report's math subsections. Figure 6-14 shows their results graphically. Only the Direct Instruction and the bilingual Southwest Labs models had positive scores for all four measures: computation, problem solving, concepts, and total math. One-half (50%) of the total math scores for the Direct Instruction model were educationally significant while only 21% of the SEDL (the second place) model were educationally significant.

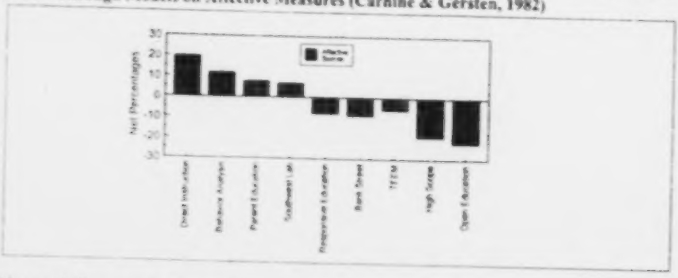
Figure 6-14: Net Percentages of Statistically and Educational Significant Outcomes for Follow Through Models on MAT Math Subscales (Carnine & Gersten, 1982)



BEST COPY AVAILABLE

Also, Carnine and Gersten reanalyzed the affective measures. Figure 6-15 shows that the Direct Instruction model had a two-thirds higher rate in comparison to the second-rated model (Behavior Analysis).

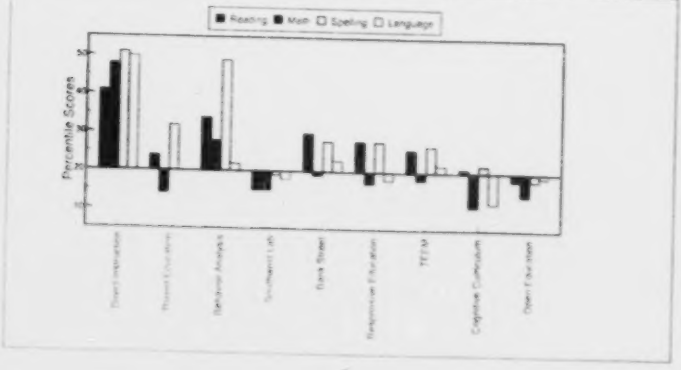
Figure 6-15: Net Percentages of Statistically and Educational Significant Outcomes for Follow Through Models on Affective Measures (Carnine & Gersten, 1982)



Norm-Referenced Comparisons

Another way of looking at the Abt Associates data is to compare models using median grade-equivalent scores obtained on the norm-referenced Metropolitan Achievement Test used to evaluate academic progress. Unlike the previous analysis, which compared model data to local and pooled national sites, the following norm-referenced comparisons show each model's MAT scores based on the MAT norms. Figure 6-16 shows the results across four academic subjects.

Figure 6-16: Percentile Scores Across Nine Follow Through Models



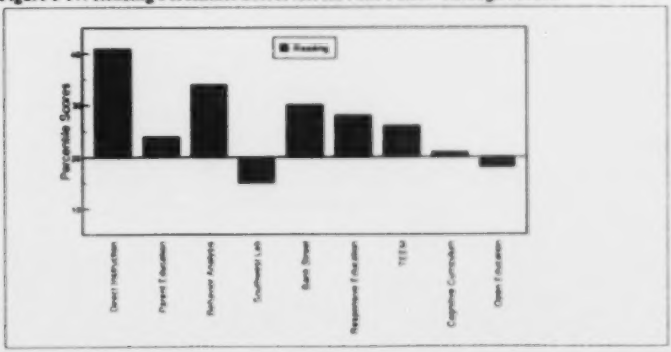
BEST COPY AVAILABLE

Clearly, students in the Direct Instruction model showed consistently higher scores than the other models. Students in the Southwest Lab and the Open Education models fell below expected levels of achievement based on norms of performance in traditional schools across all four academic subjects.

Figures 6-17 through 6-20 show the results for Reading (Figure 6-17), Math (Figure 6-18), Spelling (Figure 6-19), and Language (Figure 6-20). The comparisons are made to a baseline rate of the 20th percentile, which was the average expectation for academic achievement of disadvantaged students without special help.

Figure 6-17 shows reading subtests; only three of 32 possible reading scores of the other eight models were above the 30th percentile. The Direct Instruction students scored 7 percentile points higher than the second place group (Behavior Analysis) and over 20 percentile points higher than the Cognitive Curriculum, Open Education, and Southwest Lab models.

Figure 6-17: Reading Percentiles Scores Across Nine Follow Through Models



Except for students in the Direct Instruction model, the math results (as shown in Figure 6-18) are consistently dismal. The only other model above the 20th percentile was the Behavior Analysis model. Direct Instruction students scored 20 percentiles ahead of the second place group (Behavior Analysis) and 37 percentiles higher than the last place group (Cognitive Curriculum).

In spelling (Figure 6-19), the Direct Instruction model and the Behavior Analysis model were within the normal range. Direct Instruction students scored 2 percentiles above the second place group (Behavior Analysis), 19 percentiles above the third place group, and 33 percentiles above the last place group (Open Education).

BEST COPY AVAILABLE

Figure 6-18: Math Percentiles Scores Across Nine Follow Through Models

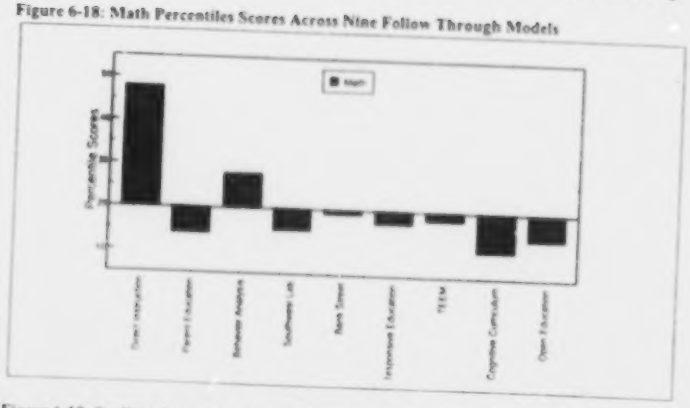
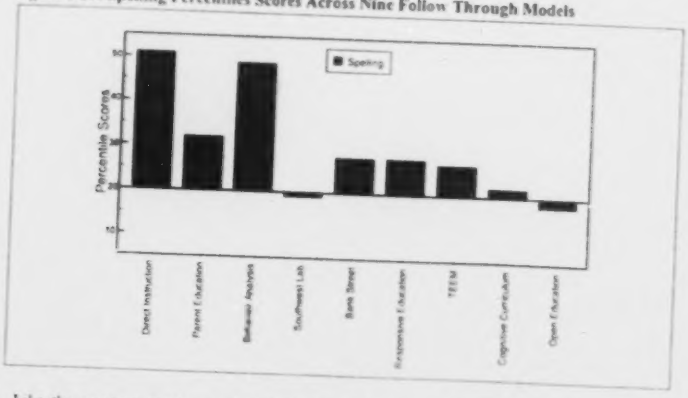


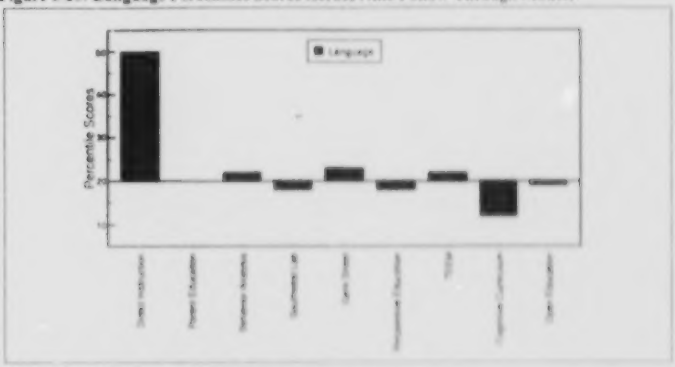
Figure 6-19: Spelling Percentiles Scores Across Nine Follow Through Models



Like the previous academic subjects, the Direct Instruction model was clearly superior in language (Figure 6-20). Direct Instruction students scored 27 percentiles above the second place group (Bank Street) and 38 percentiles above the last place group (Cognitive Curriculum).

BEST COPY AVAILABLE

Figure 6-20: Language Percentiles Scores Across Nine Follow Through Models



Summary of the Project Follow Through

For many people, the use of normed scores is more familiar than the use of the index described in the previous section. No matter which analysis is used, students who were in the Direct Instruction model made the most gains in all areas when compared to the other eight models. With the possible exception of the Behavior Analysis model, all other models seem to have had little positive effect on the academic progress of students.

Increases in money, people, materials, health and dental care, and hot lunches through the Project Follow Through did not have a positive effect on student performance. Becker (1978) observed that most Follow Through classrooms had two aides and an additional $350 per student, but most models showed little or no significant achievement gains.

Popular educational theories by Piaget and others suggest that students should interact with their environment in a self-directed manner. The teacher is supposed to be a facilitator and to provide a responsive environment. In contrast, the most successful model, Direct Instruction, used thoroughly field-tested curricula that teachers were to follow precisely. Follow Through models based on self-directed learner approaches scored at the bottom of academic and affective achievement. The cognitively oriented approaches produced students who were relatively poor in higher-order thinking skills. Models that emphasized improving students' self esteem produced students with the poorest self-esteem.

Subsequent Analyses

The Relationship between Academic Achievement and Intelligence

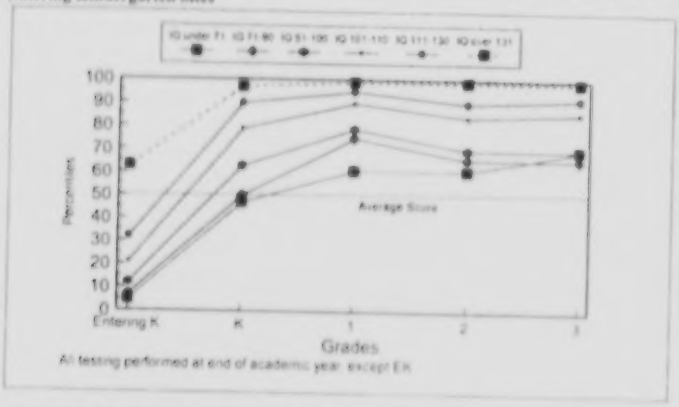
One of the common assumptions is that somehow there are different patterns in achievement based on the students' IQs, which is sometimes expressed as "It might work with special education students, but it doesn't work with regular education or gifted students." Gersten, Becker, Heiry, and White (1984) analyzed data from five groups in the Follow Through study who started school from 1969 to 1973 and finished in 1972 through 1977. These groups either entered at kindergarten (primarily urban black students) or first grade (primarily rural students – 37% black and 37% Hispanic). Students in this study were tested on the Wide Range Achievement

BEST COPY AVAILABLE

Test and the Slosson Intelligence Test. Students were pretested on these instruments and retested each spring. Also, the Metropolitan Achievement Test was added at the beginning of first grade starting in 1972.

Figures 6-21 through 6-23 (regraphed from Gersten, Becker, Heiry, & White, 1984) show academic gains over time by IQ level. Three conclusions can be drawn from this analysis. First, the rate of gain for all groups was quite similar overall. The slopes of achievement scores for all three figures are consistent. As would be expected, the starting achievement scores differ (students with lower IQ scores start out with lower achievement scores). However, the similarities in the slopes of achievement gains across the different IQ groupings is striking; this is especially true for the math scores (Figure 6-23).

Figure 6-21: WRAT Reading Scores: Longitudinal Progress by IQ Block for Children Entering Kindergarten Sites



Another finding was that students with IQs below 100 (70 and Below and 71-90) had above-average achievement scores at the end of Grade 3. Normally, it would be expected that these students would score well below average; obviously, this wasn't true for students who received Direct Instruction.

Figure 6-22: MAT Reading Scores: Longitudinal Progress by IQ Blocks for Children Entering Kindergarten Sites

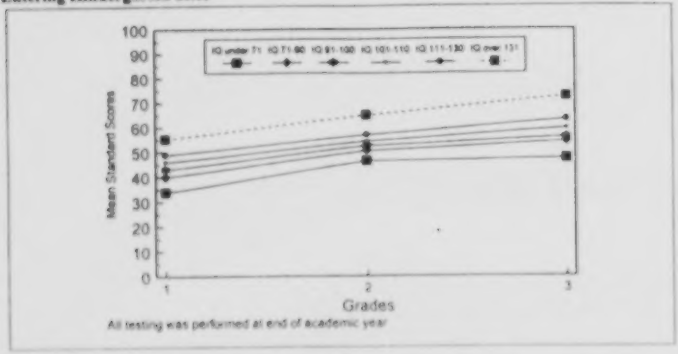
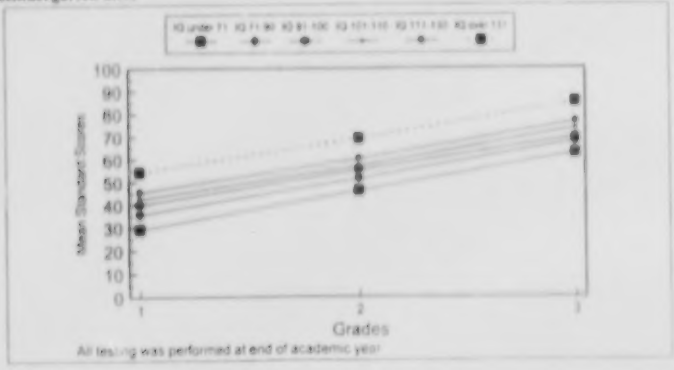


Figure 6-23: MAT Math Scores: Longitudinal Progress by IQ Blocks for Children Entering Kindergarten Sites



Finally, students with higher IQs were not stifled by Direct Instruction. The analyses confirmed that the higher IQ block made significantly greater gains than other IQ blocks. All figures show, students with IQ scores over 130 had escalating achievement scores over time.

Variability Across Direct Instruction Sites

The Abt Associates findings were criticized by House, Glass, McLean, and Walker, 1978 and then defended by others (Anderson, St. Pierre, Proper, & Stebbins, 1978; Bereiter & Kurland, 1981-82; Wisler, Burns, & Iwanoto, 1978). One finding by Abt Associates was that there was more variability within a model than between models. This belief was also expressed by Cooley, president of the American Educational Research Association.

> "What is impressive in the Follow Through data, for example, is the vast variability in effectiveness among sites implementing the same instructional model, not between models."

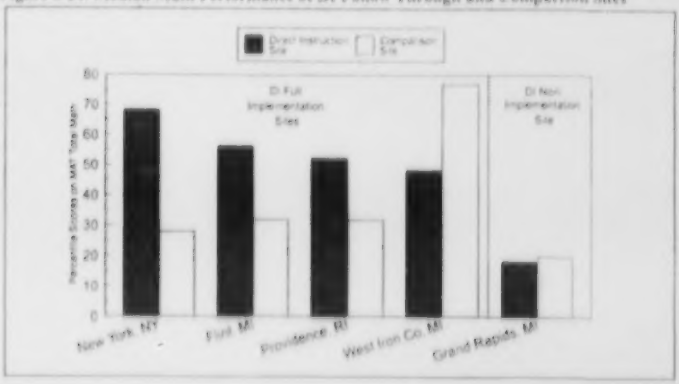
This statement is consistent with the often cited belief that "Different programs work for different students" or another way of saying "Not all programs work with all students." The following sections provide research results that contradict this belief.

Percentile Comparisons

In 1984, Gersten reanalyzed the Follow Through data by site variability. Figure 6-24 shows an analysis of the MAT Total Math scores per site. Students in New York, Flint, and Providence had similar pretest scores before the Direct Instruction program was implemented. Even though the students in the comparison groups came from families with somewhat higher incomes, the 3rd grade post scores for the comparison groups were consistent (28th-32nd percentile). The Direct Instruction posttest scores were consistently higher (52nd-68th percentile) with an effect size ranging from .65-.97.

The fourth site (West Iron Co., MI) site provides an example of the problem of nonequivalent groups. The comparison group came from higher income families with significantly higher academic pretest scores. Because of these differences, this site was dropped from the Abt Associates study. However, the final results show that West Iron Co. Direct Instruction group was at the 48th percentile at the end of 3rd grade. This result is only slightly lower than the Providence site (52nd percentile), but well above the first three comparison sites, which suggests consistency of results across four sites.

Figure 6-24: Median Math Performance of DI Follow Through and Comparison Sites



The fifth site Grand Rapids, MI scored at the same low level (18th percentile) as the comparison group (20th percentile). Grand Rapids also performed like comparison sites from similar communities (New York, Flint, and Providence). Although originally designated a DI site, Direct Instruction was not implemented at this site as clearly shown by the outcome data.

Variability Within Sites

Gersten (1984) provided an interesting picture of the consistency of achievement scores of urban Direct Instruction sites. Figure 6-25 shows the results in 3rd grade reading scores from 1973 to 1981 in four urban cities. The reading scores are consistently around the 40th percentile. Based on non-Follow Through students in large Northwest urban settings, the expected score is the 28th percentile on the Metropolitan Achievement Test. Some variability is due to the differences between tests when some districts changed tests over the nine-year period. Also, Gersten mentioned that the drop in the New York scores in 1978 and 1979 may have been because of budget reductions during those years.

Figure 6-25: Stability of Reading Scores Across Sites

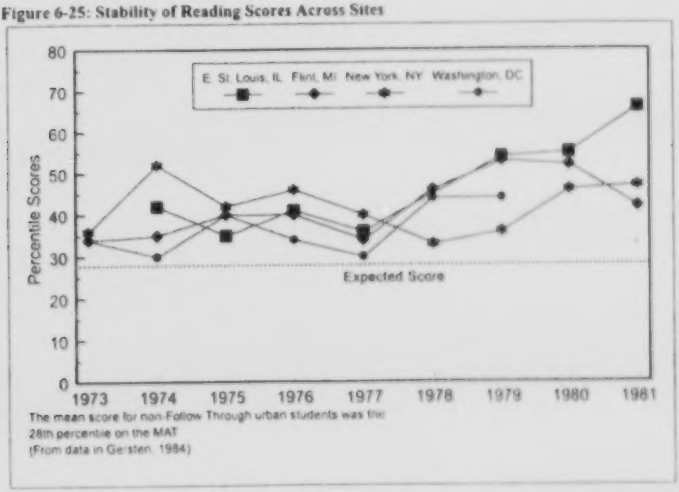
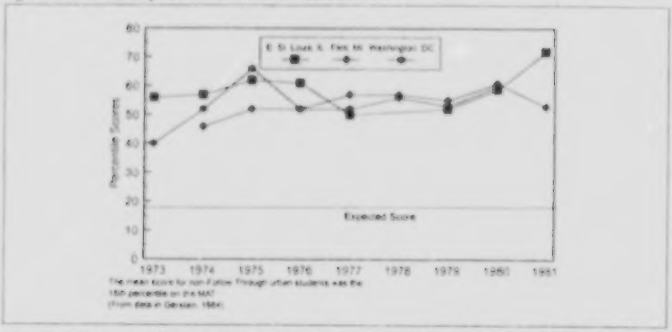


Figure 6-26 shows the stability of math scores. The math scores for these three sites tend to be consistently in the 50th percentile range. New York did not collect information on math during this period. Based on the math scores of large Northwest cities, non-Follow Through students would be expected to score at the 18th percentile.

BEST COPY AVAILA

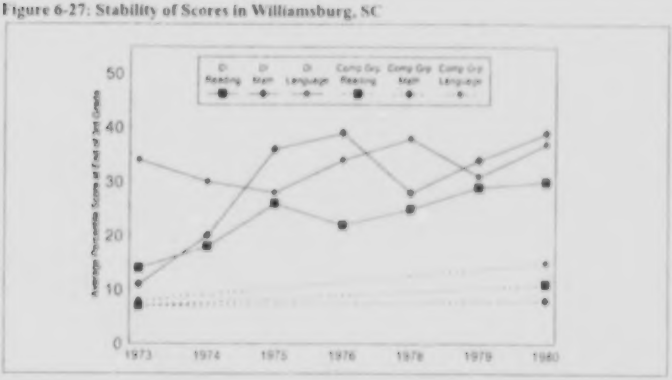
Figure 6-26: Stability of Math Scores Across Sites



Darch, Gersten, and Taylor (1987) tracked one of the rural sites (Williamsburg, SC) This site had no kindergarten. Figure 6-27 shows the results of the third grade students from 1973 to 1980 (using the MAT from 1973-1976 and the CTBS from 1978-1980). Scores of the 1973 and 1980 comparison groups are also provided. The reading and math scores increased over time, while the language scores remained stable. Differences between the Direct Instruction groups and the local comparison groups were substantial.

These analyses show that the across-site variability (difference between Follow Through and non-Follow Through) remained substantial and constant while the within-model variability remained relatively smaller and stable.

Figure 6-27: Stability of Scores in Williamsburg, SC



Follow-Up Studies

Fifth and Sixth Grade Follow-up

Some critics of Direct Instruction have indicated that many, if not most, early Direct Instruction achievement gains will disappear over time. There are different reasons given for this prediction. One reason given is that Direct Instruction students were "babied" through sequences that made instruction easy for them. Critics say that students received reinforcement and enjoyed small-group instruction, but would find it difficult to make the transition to the realities of the "standard" classroom.

Direct Instruction supporters give different reasons for suggesting that Direct Instruction effects would decrease over time. The Direct Instruction students were accelerated because they had been taught more during the available time than they would have been taught during the same time in a traditional program. Upon leaving Follow Through, they would be in instructional settings that teach relatively less than the Follow Through setting achieved. Statistically, there would be a tendency for them to have a regression toward the mean effect. Phenomonologically, students would be provided with relatively fewer learning opportunities and would tend to learn accordingly.

In any case, the performance observed at a later time are not primary indicators of the effects of Follow Through. They are the effects of either three or four years of Follow Through and the effects of intervening instructional practices. Engelmann (1996) observed that there is no compelling reason to use results of a follow-up to evaluate anything but the intervening variables and how relatively effective they were in maintaining earlier gains.

Becker and Gersten (1982) conducted a 5th- and 6th-grade follow-up of Direct Instruction sites in the Abt study. Approximately half of the original Direct Instruction sites agreed to cooperate in this follow-up study. It was decided to limit the study to sites with students who had been in the Direct Instruction programs for three years. The five sites were Dayton, Ohio and East St. Louis, Illinois (urban, black populations), Tupelo, Mississippi (a rural, black population), Smithville, Tennessee (a rural, white population), and Uvalde, Texas (a Hispanic population). Dayton, Ohio participated in the 5th grade, but not in the 6th-grade follow-up study.

A total of 624 Follow Through students and 567 non-Follow Through students were in the 5th-grade follow-up sample and a total 473 Follow Through students and 403 non-Follow Through students were in the 6th-grade sample. Approximately 90% of the students came from low-income families.

Because of the low sample sizes of sites, not only was the statistical significance ($p<.05$, two-tail) and nonsignificance used as a criterion, but also a criterion of trends ($.05<p<.15$) was provided by Becker and Gersten. Of the 180 comparisons, 178 (98.9%) favored in Direct Instruction group. Only 2 comparisons (6th grade Metropolitan Math Computation and Total Math) favored the non-Follow Through group, but neither was statistically significant. In contrast, 31% (56) of the comparisons were statistically significant favoring Direct Instruction and 42% (56+20=76) of the comparisons were significant if the .15 "trend" criterion is used.

Table 6-2 shows the results with the analysis based on mean magnitude effect size using the pooled standard deviation. The average effect size (.25 for fifth grade and .24 for sixth grade) were educationally significant. However, a significant drop in rate of learning occurred after 3rd grade.

Table 6-2: Mean Magnitude of Effect Sizes

Test	Grade 5 Effect Size	Grade 6 Effect Size
WRAT Level I	0.56	0.38
WRAT Level II	0.50	0.51
MAT Word Knowledge	0.19	0.23
MAT Reading	0.16	0.14
MAT Total Reading	0.20	0.19
MAT Math Computation	0.09	0.13
MAT Math Concepts	0.18	0.24
MAT Math Problem Solving	0.27	0.18
MAT Total Math	0.18	0.26
MAT Science	0.20	0.26
MAT Language	0.21	0.20
MAT Spelling	0.24	0.17
Average Effect Size	**0.25**	**0.24**

Although Table 6-2 shows an educationally significant advantage during follow-up, scores decrease when districts use non-Direct Instruction curricula. Figure 6-28 shows the drop in WRAT Reading scores after students leave the Direct Instruction program at the end of third grade.

Figure 6-28: Longitudinal Analysis of WRAT Reading at Entry and at the End of Grades 1, 2, and 3 and Grades 5 and 6 Follow-Up

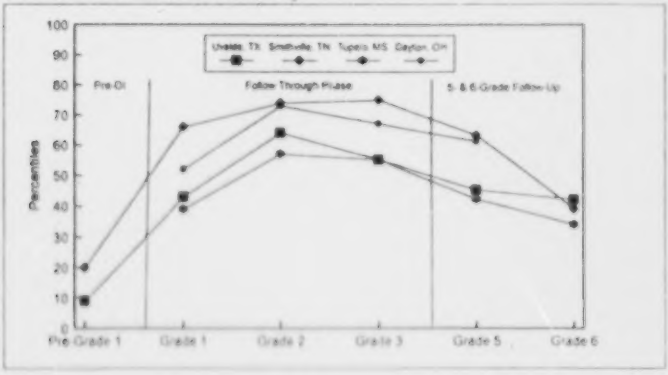


Table 6-3 shows the shift in Metropolitan Achievement Test scores in reading math, and spelling from 3rd to 5th and 6th grade

Table 6-3: Change in MAT percentile scores from Grade 3 (DI) to Grades 5 and 6 (follow-up)

Site	Grade 3	Grade 5	Grade 6
Total Reading			
Uvalde, TX	31st	16th	16th
Smithville, TN	52nd	34th	26th
Tupelo, MS	28th	18th	17th
Dayton, OH	40th	20th	XX
Total Math			
Uvalde, TX	53rd	24th	19th
Smithville, TN	78th	49th	36th
Dayton, OH	55th	19th	XX
Spelling			
Uvalde, TX	40th	37th	35th
Smithville, TN	62nd	39th	39th
Dayton, OH	43rd	34th	XX

XX=Unavailable Data

Conclusions

- The low-income, minority students in the 3-year Direct Instruction groups showed significantly better performance than the comparison group who did not receive Direct Instruction, especially in WRAT Reading (decoding), math problem solving and spelling, and to a smaller extent in MAT word knowledge, math concepts, math computation, and science. The effect size was approximately .25 per year which is educationally significant.
- A total of 31% of the statistical comparisons were statistically significant favoring the Direct Instruction group, while none favored the non-Direct Instruction group. Also, the patterns were consistent across 5th- and 6th-grade.
- After leaving the Direct Instruction program in third grade, achievement scores of former Direct Instruction students drift downward.
- The results of this study are less positive because 3-year students were used. Based on previous research (Meyer, Gersten, & Gutkin, 1983), students in Direct Instruction programs for 4 years (K-Grade 3) did considerably better than students who attended for 3 years.

Junior and Senior High School Follow-up

New York City Follow-up

One of the most interesting long-term follow-up studies was conducted by Linda Meyer (1984). She tracked students from two schools in the Ocean Hill-Brownsville section of Brooklyn. This district was one of the lowest of the 32 New York school districts. The fifteen elementary schools in District 23 had an average rank 519th out of the 630 elementary schools.

PS 137 was the only Direct Instruction Follow Through site in New York City. Meyer selected a comparison school that matched the Direct Instruction school on many variables. Over 90% of the students were either Black or Hispanic and approximately three-fourths were low income.

Meyer retrieved the rosters of the first three cohort groups (1969, 1970, and 1971) and included students who received either three or four years of Direct Instruction. With the cooperation of the New York City Central Board of Education and the Office of the Deputy Chancellor for Instruction, students were located through the computer database. Meyer and staff were able to locate 82% of the former Direct Instruction students and 76% of the control students. These rates should be considered high, because it would be expected that over time many students would move totally out of the area.

Table 6-4 shows the grade equivalent scores for the Direct Instruction and comparison groups of the three cohort groups.

Table 6-4: Results of t-tests Comparisons and Effect Sizes for Reading and Math at the End of 9th grade

Academic Subject and Cohort	Direct Instruction Grade Equivalent	Comparison Group Grade Equivalent	*p*	Effect Size
Reading				
1 (1969 cohort)	9.60 (N=16)	7.59 (N=26)	< .01	0.80
2 (1970 cohort)	8.51 (N=17)	7.96 (N=30)	< .37	0.30
3 (1971 cohort)	9.40 (N=29)	8.44 (N=37)	< .45	0.20
Combined 1, 2, & 3 Cohorts	9.20 (N=62)	8.21 (N=93)	< .01	0.40
Math				
1 (1969 cohort)	8.30 (N=17)	7.79 (N=27)	< .51	0.21
2 (1970 cohort)	8.08 (N=17)	7.60 (N=29)	< .46	0.22
3 (1971 cohort)	9.03 (N=29)	7.95 (N=36)	< .22	0.30
Combined 1, 2, & 3 Cohorts	8.59 (N=63)	7.95 (N=93)	< .09	0.28

At the end of 9th grade, the three Direct Instruction groups were on average one year above the three comparison groups in reading (9.20 versus 8.21) ($p<.01$) with an effect size of .43. In math, the Direct Instruction groups were approximately 7 months ahead of the comparison group (8.59 versus 7.95) which was not statistically significant ($p<.09$), but was educationally significant based on an effect size of .28

Achievement Growth at Other Sites

Gersten, Keating, and Becker (1988) provide similar information for other sites. Table 6-5 shows the effect sizes of the E. St. Louis and Flint sites at the end of ninth grade. Most effect sizes were above the .25 level of being educationally significant. It should be noted that the 3-K East St. Louis group that started in kindergarten, instead of first grade, had four years of instruction (not three) and had the second highest effect size (.49).

Table 6-5: Ninth Grade Reading Achievement Results from E St. Louis, Flint, and New York

Site (Test Used)	Sample Size	Percentile	Grade Equivalent	p	Effect Size
E St. Louis (California Achievement Test)					
1: Follow Through Group	118	22nd	7.2	0.05	0.20
Comparison Group	158	17th	6.7		
2: Follow Through Group	64	20th	7.0	0.05	0.25
Comparison Group	168	14th	6.3		
3: Follow Through Group	59	23rd	7.4	0.05	0.31
Comparison Group	138	18th	6.9		
3-K: Follow Through Group	54	40th	8.8	0.01	0.49
Comparison Group	121	26th	7.6		
Average across cohorts					0.33
Flint (SRA Test)					
1: Follow Through Group	74	29th	X	NS	0.25
Comparison Group	27	22nd	X		
3: Follow Through Group	51	34th	X	0.15	0.28
Comparison Group	28	25th	X		
Average across cohorts					0.27
New York City (California Achievement Test)					
1: Follow Through Group	18	50th	9.6	0.01	0.83
Comparison Group	26	27th	7.6		
2: Follow Through Group	17	39th	8.5	NS	0.27
Comparison Group	30	31st	8.0		
3: Follow Through Group	29	48th	9.4	NS	0.19
Comparison Group	37	43rd	8.9		
Average across cohorts					0.43

BEST COPY AVAIL

Table 6-6 shows similar effectiveness in math.

Table 6-6: Ninth Grade Math Achievement Results from E St. Louis, Flint, and New York

Site (Test Used)	Sample Size	Percentile	Grade Equivalent	*p*	Effect Size
E St. Louis (California Achievement Test)					
1. Follow Through Group	114	18th	7.3	0.05	0.26
Comparison Group	155	14th	6.8		
2. Follow Through Group	58	15th	6.9	NS	0.09
Comparison Group	154	13th	5.9		
3. Follow Through Group	58	19th	7.4	NS	0.12
Comparison Group	154	18th	7.2		
3-K. Follow Through Group	53	30th	8.3	0.01	0.46
Comparison Group	117	20th	7.5		
Average across cohorts					0.20
Flint (SRA Test)					
1. Follow Through Group	72	30th	X	NS	-0.17
Comparison Group	28	35th	X		
3. Follow Through Group	51	50th	X	0.05	0.46
Comparison Group	28	31st	X		
Average across cohorts					0.21
New York City (California Achievement Test)					
1. Follow Through Group	17	36th	8.3	NS	0.21
Comparison Group	27	31st	8.0		
2. Follow Through Group	17	34th	8.1	NS	0.23
Comparison Group	29	27th	7.6		
3. Follow Through Group	29	44th	9.0	NS	0.31
Comparison Group	38	36th	8.3		
Average across cohorts					0.25

The results of these two analyses clearly show that while the superiority of Direct Instruction diminishes with the time spent in traditional curricula, the advantage of the Direct Instruction lasts. Educationally significant differences occur in reading (overall effect size = .43) and in math (overall effect size =.25).

Graduation Rates and College Acceptance Rates at Other Sites

Darch, Gersten, & Taylor (1987) tracked Williamsburg (SC) students in the original Abt study (students entering first grade in 1969 and 1970) to compare graduation rates. All students were black and had stayed in the county school system. Table 6-7 shows a statistically significant

difference in dropout rate for Group 1 (the 1969 group), but the difference in dropout rate was not statistically significant for Group 2 (the 1970 group).

Table 6-7: Longitudinal Follow-Up Study

Group	Sample Size	% Graduated	% Dropout	% Still in School	p
1-Direct Instruction Follow Through Group	131	93.10	6.10	0.80	0.01
Comparison Group	71	81.70	15.50	2.80	
2-Direct Instruction Follow Through Group	99	85.90	8.10	6.10	NS
Comparison Group	71	83.10	7.00	9.90	

A total of 65.8% of the Group 1 Follow Through students graduated on time in contrast to 44.8% of the comparison group (a statistically significant difference – $p<.001$). For Group 2, 87.1% of the Follow Through group and 74.6% of the comparison group graduated on time (a nonsignificant statistical difference). Also, 27% of the Group 1 Follow Though were accepted into college in contrast to 13% of the comparison group; the difference for Group 2 in college admission was not significant.

Meyer, Gersten, and Gutkin (1983) calculated the rates of graduation, retention, dropping out, applying to college, and acceptance to college for the three cohort groups in the New York City site (Table 6-8).

Table 6-8: Percentages of Cohorts 1, 2, and 3 Students: Graduated High School, Retained, Dropped Out, Applied to College, and Accepted to College

Group	% Graduated	% Retained	% Dropped Out	% Applied to College	% Accepted to College
Cohorts I, II, and III					
Direct Instruction	62	21	28	34	34
Comparison Group	38	22	46	19	17
Cohort I					
Direct Instruction	62	4	39	50	41
Comparison Group	38	42	62	18	9
Cohort II					
Direct Instruction	64	50	20	23	23
Comparison Group	38	35	58	25	21
Cohort III					
Direct Instruction	62	10	24	38	38
Comparison Group	39	21	18	24	21

BEST COPY AVAIL

Statistical analyses showed that the Direct Instruction group had statistically significant higher rates of graduation ($p<.001$), applying to college ($p<.001$), and acceptance to college ($p<.001$) and lower rates of retention ($p<.001$) and dropping out ($p<.001$). The differences in graduation rates were consistent across the three cohort groups with over 60% of the Direct Instruction students graduating in contrast to less than a 40% graduate rate for the three comparison groups. Meyer mentioned in her report that the difference in retention rate between Cohort II and Cohorts I and III may have been due to the principal retaining all students below grade level one year.

Conclusions

Educational reformers search for models that produce superior outcomes for at-risk students. The models must allow schools to (a) implement the model across different school settings, (b) use the model across grade levels so that all students can be involved in a rigorous sequence of instruction, and (c) help students feel good about themselves. The Follow Through data confirm that Direct Instruction has these features. Direct Instruction works across various sites and types of students (urban blacks, rural populations, and non-English speaking students). It produces positive achievement benefits in all subject areas – reading, language, math, and spelling. It produces superior results for basic skills and for higher-order cognitive skills in reading and math. When compared to the other Follow Through models, it produces the strongest positive self-esteem.

Possibly the single feature that is not considered by these various achievements is the implied level of efficiency. Some Follow Through sponsors performed poorly in math, because they spent very little time on math. Most of the day focused on reading and related language arts. Although time estimates are not available for the various sponsors, some of them spent possibly twice as much time on reading as Direct Instruction sites did. Even with this additional time, these sites achieved less than the Direct Instruction sites achieved. For a system to achieve first place in virtually every measured outcome, the system must be very efficient and use the limited amount of student-contract time to produce a higher rate of learning than other models. If the total amount of "learning" induced over a four-year period could be represented for various models, it would show that the amount of learning achieved per unit of time is probably twice as high for the Direct Instruction models as it is for the non-Direct Instruction models.

Perhaps the most disturbing aspect of the Follow Through results is the persistence of models that are based on what data confirms is whimsical theory. The teaching of reading used by the Tucson Early Education Model (TEEM) was language experience, which is quite similar in structure and procedures to the whole language approach. The fact that TEEM performed so poorly on the various measures should have carried some implications for later reforms, however, it didn't. The notion of the teacher being a facilitator and providing students with incidental teaching was used by the British infant school model (MacDonald & Walker, 1976). It was a flagrant failure, an outcome that should have carried some weight for the design of later reforms in the US. It didn't. Ironically, it was based on a system that was denounced in England by its Department of Science and Education in 1992. At the same time, states like California, Pennsylvania, Kentucky, Ohio, and others were full swing in the NAYCE's idiom of "developmentally appropriate practices," which are based on the British system.

Equally disturbing is the fact that while states like California were immersed in whole language and what they defined as "developmentally appropriate practices," from the 1980s through mid-1990s there was no serious attempt to find models or practices that worked. Quite the contrary. Direct Instruction was abhorred in California and only a few Direct Instruction sites survived. Most of the DI programs that did survive in California did so through deceit, pretend-

ing to do whole language. At the same time, those schools implementing whole language reading and the current approach to teaching math were causing students to fail at a tragic rate.

Possibly the major message of Follow Through is that there seems to be no magic in education. Gains are achieved only by starting at the skill level of students and then carefully building foundations that support high-order structures. Direct Instruction has no peer in this enterprise.

1977-1978 EXHIBIT G

SCHOOL Wesley AREA 1 ENROLLMENT 731

AVERAGE CLASS SIZE, GRADES 1-6 27.1 PUPIL/PROFESSIONAL STAFF RATIO, GRADES K-6 18.7

LOCAL AND STATE EXPENDITURES PER STUDENT $ 1143 FEDERAL EXPENDITURES PER STUDENT $ 180

MAGNET SCHOOL No NUMBER OF STUDENTS WHO TRANSFERRED TO A MAGNET SCHOOL 6

Racial/Ethnic Percentage					Demographic Data						Teacher Experience		
American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Free Lunch (%)	Free Clothing (%)	Reduced Lunch (%)	Student Absence Rate (%)	Teacher Absence Rate (%)	Teachers with Master's Degree or Higher (%)	Less than 5 yrs. (%)	5 to 10 yrs. (%)	Over 10 yrs. (%)
		96.5	2.3	1.2	67	41	14	8.9	4.0	26	51	10	39

IOWA TESTS OF BASIC SKILLS (ITBS) COMPOSITE SCORES
AVERAGE GRADE EQUIVALENTS

	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Spring 1975			2.7	3.4	4.0	4.8
Spring 1976			2.9	3.6	4.3	5.2
Spring 1977	1.8	2.8	2.9	3.9	4.5	5.3
Spring 1978	2.6	3.4	3.8	4.8	5.3	5.6
Expected Grade Placement	1.8	2.8	3.7	4.7	5.7	6.7

Federal Programs
1977-78 Sch. Yr.

Pre-K
PASS
Reading Resource
Health
CHAMP

April 1978 Iowa Tests of Basic Skills

GRADE		Vocabulary	Reading Comprehension	Math Total	Language Total
1	% at or above grade level	90	97	90	—
	% 1 yr. or more below grade level	0	0	0	—
2	% at or above grade level	90	79	74	—
	% 1 yr. or more below grade level	0	0	0	—
3	% at or above grade level	80	49	42	67
	% 1 yr. or more below grade level	20	18	20	5
4	% at or above grade level	43	40	39	56
	% 1 yr. or more below grade level	36	33	25	28
5	% at or above grade level	63	39	38	59
	% 1 yr. or more below grade level	26	28	31	23
6	% at or above grade level	14	18	22	39
	% 1 yr. or more below grade level	63	60	52	49

BEST COPY AVAILABLE

1978-1979

SCHOOL WESLEY AREA I ENROLLMENT 258

AVERAGE CLASS SIZE, GRADES 1-6 25.5 NO. OF EDUCATIONAL STAFF MEMBERS 19.7

LOCAL, STATE AND FEDERAL EXPENDITURES PER STUDENT $ 1637

MAGNET SCHOOL NO NUMBER OF STUDENTS WHO TRANSFERRED TO A MAGNET SCHOOL 7

Racial/Ethnic Percentage					Demographic Data						Teacher Experience		
American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Free Lunch (%)	Reduced Lunch (%)	Title I Clothing (%)	Student Attendance Rate (%)	Teacher Absence Rate (%)	Teachers with Masters Degree or Higher (%)	Less than 3 yrs. (%)	3 to 10 yrs. (%)	Over 10 yrs. (%)
-	-	98.7	1.2	0.1	77	16	26	8.0	4.4	23	43	26	31

IOWA TESTS OF BASIC SKILLS (ITBS) COMPOSITE SCORES
AVERAGE GRADE EQUIVALENTS

	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6
Spring 1976			2.9	3.8	4.3	5.2
Spring 1977	1.8	2.8	2.9	3.9	4.5	5.3
Spring 1978	2.6	3.4	3.8	4.8	5.3	5.6
Spring 1979	2.6	3.3	4.4	5.3	5.1	6.1
Expected Grade Placement	1.8	2.8	3.7	4.7	5.7	6.7

Special Instructional Programs 1978-79 Sch. Yr.

Title I-Resource Reading
Title I-ISC Math
PASS
Resource Room
Generic Class

April 1979 Iowa Tests of Basic Skills

Grade		Vocabulary	Reading Comprehension	Math Total	Language Total
1	% at or above grade level	90	92	71	-
	% 1 yr. or more below grade level	0	0	1	-
2	% at or above grade level	83	75	82	-
	% 1 yr. or more below grade level	0	0	1	-
3	% at or above grade level	87	85	69	80
	% 1 yr. or more below grade level	2	2	9	1
4	% at or above grade level	61	55	66	71
	% 1 yr. or more below grade level	27	23	10	11
5	% at or above grade level	29	27	28	37
	% 1 yr. or more below grade level	49	49	39	38
6	% at or above grade level	41	18	30	46
	% 1 yr. or more below grade level	48	58	40	36

BEST COPY AVAILABLE

EXHIBIT C

30 Years of NICHD Research: What We Now Know About How Children Learn to Read

Center for the Future of Teaching and Learning
http://www.ksgroup.com/thecenter/

A Note About the NICHD Research Program

The National Institute of Child Health and Human Development (NICHD) educational research program, initiated 1965, began to focus more on reading difficulties as it became clear how extensive the reading problem was in the general population. The 1985 Health Research Extension Act resulted in a new charge to the NICHD to improve the quality of reading research by conducting long-term, prospective, longitudinal, and multidisciplinary research. Reid Lyon led the new charge by closely coordinating the work of over 100 researchers in medicine, psychology, and education in approximately 14 different research centers. (Numbers vary from year to year.)

A major problem with reading research in the past was that findings often did not replicate. One researcher would get one result, another researcher would get the opposite result. Lyon and colleagues identified that the key problem in obtaining replicability was that researchers were studying different samples of children. Lyon established detailed sampling requirements for the research and increased scientific rigor in other areas. Consequently, the NICHD research program has produced a growing body of highly replicable findings in the area of early reading acquisition and reading difficulties that have been reported in over 2,000 refereed journal articles since 1965.

How the NICHD Research Program is Different

To appreciate fully the significance of the NICHD findings it helps to understand the level of scientific rigor used to guide the formation of conclusions from the research. Reid Lyon coordinates the parallel investigation of similar questions across several centers. Under Lyon's leadership, the researchers determine that the questions have been answered only when the findings replicate across researchers and settings. Findings with a high degree of replicability are finally considered incontrovertible findings and then form the basis for additional research questions. Funding is awarded the research centers through a competitive peer review process. A panel of researchers who are not competing for the research funds award the funds after evaluating competing proposals according to specific criteria. Each research study within the NICHD network must follow the most rigorous scientific procedures.

True scientific model. The NICHD studies do not embrace any *a priori* theory, but test all theories against one another at different points in time. In a true scientific paradigm, theories are tested by doing everything to try to prove the theory incorrect. This contrasts with the usual nature of research in education, where untested hypotheses are often presented as proved theories before any testing has occurred.

Long-term duration. The average length of a study has been 8 years, ranging in length from 3 years to 31 years. In these longitudinal studies, the growth of children from

preschool through adulthood has been evaluated. Currently, several large-scale, 5-year longitudinal treatment intervention studies are underway. This longer-term design allows evaluation of the effects of different instructional variables on later reading performance.

Sampling procedures. The sampling procedures ensure that all subgroups in the population (all ethnic groups, a full range of IQ levels, and so on) are included in sufficient numbers to provide a window to the population as a whole and provide information regarding the relationship of reading disabilities to other variability in individuals such as IQ. To evaluate the relationship between IQ and reading disabilities, for example, the research subjects must proportionately sample different IQ bands. Most studies involve around 200 subjects representing variation within specified dimensions. Children who do not speak English have been excluded from the NICHD research samples to this point. After basic reading instruction issues have been resolved for teaching children with some knowledge of English, including bilingual children, the research questions will turn to treatment for children who do not know English and are beginning to learn it as a second language.

Researcher bias. Researcher bias is reduced by the sheer number of people involved in the NICHD program. For example, at only one NICHD-funded research center, the one at Yale University, the following researchers are involved: Jack Fletcher, David Francis, Rafael Kloorman, John Gore, John Halahan, Robert Constable, Leonard Katz, Barbara Foorman, Bonita Blachman, Dorothy Aram, Alvin Liberman, Ken Pugh, Michael Studdert-Kennedy, Donald Shankweiler, Karla Stuebing, Keith Stanovich, Linda Siegel, and Louisa Moats. In addition, researchers at the different NICHD centers communicate frequently regarding their findings, checking each other's data and testing alternative explanations with additional studies.

Contrast with other educational research. The NICHD research program differs from much of the earlier research in its scientific rigor. Table 1 helps illustrate the contrast by summarizing several studies that reported conclusions that conflict with those of the NICHD. The studies in Table 1 are laudable for attempting to evaluate competing theories and were sometimes even two years in duration, quite long as educational studies go. Yet the studies are still too short in duration to evaluate the effects of the different treatments on the children's actual ability to read with joy and understanding. In nearly all of the studies in Table 1 the children never progressed far enough in their reading to use a measure of independent reading comprehension to evaluate their learning. The important question of how different approaches to beginning reading instruction ultimately impact authentic reading remains unanswered in these studies.

Many of the measures used to evaluate the children's learning had no established validity as predictors of reading comprehension. For example, children who used multiple cueing systems or who said they valued understanding more than getting the words right, were given higher scores in many of the studies in Table 1. Whether or not this performance would correlate with later reading performance was not established at the time of the research.

With the NICHD research we now know that the values given the responses on these measures should have been reversed. What was considered desirable performance on miscue analyses actually indicates a poor comprehender, rather than a good comprehender. Children who are poor readers make greater use of two of the three cueing systems, syntax and semantics (context), than good readers. Good readers make greater use of the graphophonic cueing system, as indicated by the fact that they read fluently and accurately

without rereading. Readers who get words right are better comprehenders than readers who guess using context to figure out words. Most likely the children who scored highest on these measures would become the poorest readers, based on NICHD studies of good and poor readers.

Even when the skills measured do predict better reading later, such as knowing the names of the letters, teaching children these skills does not necessarily guarantee that these children will be better readers later on. Though many of the studies in Table 1 were over two years duration, the time frame was still too short to see the nature of the impact of the instruction on reading comprehension.

Table 1. Research supporting conclusions that conflict with the NICHD research findings

Date	Researchers	Population sampled	N in whole language group	N in skills-based group	Duration	Reading comprehension measure included?
1985	Ribowsky	2 K classes in parochial school	26	27	1 yr	No
1989	Kasten, Clark, & Nations	2 Preschool & 2 K classes	54	66	1 yr	No
1990	Stice & Bertrand	At-risk 1st & 2nd graders in 10 classes	25 (5 from each class)	25 (5 from each class)	2 yrs	The SAT was administered, but no significant difference found
1991	Freppon	4 1st grade classes, wealthy, white	17	12	4 mths	No
1993	McIntyre	1st grade, varied	1 (also 1 in Reading Recovery)	1	2 yrs	No
1994	McIntyre & Freppon	low SES groups	3	3	2 yrs	No
1995	Dahl & Freppon	4 classes	17 focal Ss 31 on some measures	7 focal Ss 12 on some measures	6 mths	No

*N= number of subjects (Ss) in each treatment group

In contrast, the NICHD longitudinal treatment studies now in progress are five years in duration and have already used reading comprehension measures to evaluate instructional variables in the second year of the studies. In addition, the sample sizes are much larger in the NICHD research studies. For example, the kindergarten study by Foorman and her colleagues (in press) involved 260 kindergarten children. Their first- and second-grade study in eight Title I schools involved 375 subjects. Their special education study of children in the lower 25% involved 113 children with reading disabilities. The study of children in the lower 10% at the Florida Treatment Center involved 180 children (Torgesen et al., in press). The larger samples in the NICHD research included a full range of IQ levels, ethnic groups, and included lower income children. As Table 1 shows, the largest study reporting contradictory conclusions included only 100 subjects. Most of the studies involved much smaller samples.

Developing a New Understanding of Reading Difficulties

The use of the general term "learning disabilities" in research practice seems to have hindered our ultimate understanding of the causes, developmental courses, and outcomes of the specific types of difficulties subsumed within the LD category. Lyon (1995a) and Stanovich (1993) argue that the term learning disability is too broad to be of any scientific or clinical value. Instead, the general term learning disability, for research purposes, should be replaced with a specific definition of each type of learning disability (e.g., a learning disability in basic reading skills, a learning disability in mathematics calculation, a learning disability in written expression, and so on).

Much of the recent NICHD research has focused on identifying the nature of reading disabilities and the causes. Using modern neuroimaging technology, medical researchers have identified a unique signature on the brain scans of persons with reading problems. These unique brain scans seem to reflect an inability to work with phonemes in the language. This lack of phonemic awareness seems to be a major obstacle to reading acquisition. Children who are not phonemically aware are not able to segment words and syllables into phonemes. Consequently, they do not develop the ability to decode single words accurately and fluently, an inability that is the distinguishing characteristic of persons with reading difficulties.

About 40% of the population have reading problems severe enough to hinder their enjoyment of reading. These problems are generally not developmental and do not diminish over time, but persist into adulthood without appropriate intervention. Because the percentage is so large, an arbitrary cutoff point of 20% was selected for the purpose of labelling children as disabled in basic reading skills. The difference between a child who has a learning disability in reading and a child who is simply a poor reader is only a difference in the severity of the problem.

The most reliable indicator of a reading problem is an inability to decode single words. Lyon (1994, 1995a) suggests that the best way to determine if this inability is "unexpected" is to compare the performance of a child with that of other children his or her age and / or compare reading ability to academic performance in other domains (e.g., listening comprehension, verbal expression, mathematics, written expression). The definition suggests that traditional methods for identifying a reading disability, such as looking for an IQ-achievement discrepancy, are not as reliable (Lyon, 1994; Lyon, 1995a).

Phonological processing is the primary ability area where children with reading difficulties differ from other children. It does not seem to matter whether the children have an IQ-achievement discrepancy in reading or not. Phonological processing encompasses at least three different components. Each component and a sample assessment are described in Table 2.

Table 2. Three important components of phonological processing and sample assessments

Component Skill	Assessment
Phonological awareness	E g , say cat without the /t/ sound
Phonological recoding in lexical access (Rapid naming)	Name objects, letters, colors quickly
Phonological recoding in working memory	Repeat sentences, words, or digits accurately

Of these three major phonological processing skills, phonological awareness appears to be the most prevalent linguistic deficit in disabled readers.

Research on Treatment for Reading Difficulties

What is Developmentally Appropriate?

Treatment intervention research has shown that appropriate early direct instruction seems to be the best medicine for reading problems. Reading is not developmental or natural, but is learned. Reading disabilities reflect a persistent deficit, rather than a developmental lag in linguistic (phonological) skills and basic reading skills. Children who fall behind at an early age (K and grade 1) fall further and further behind over time. Longitudinal studies show that of the children who are diagnosed as reading disabled in third grade, 74% remain disabled in ninth grade (Fletcher, et al , 1994, Shaywitz, Escobar, Shaywitz, Fletcher, & Makuch, 1992, Stanovich, 1986, Stanovich & Siegel, 1994). Adults with reading problems exhibit the same characteristics that are exhibited by children with reading problems.

These findings contradict the prevalent notion that children will begin to learn to read when they are "ready." ***The concept "developmentally appropriate" should not suggest delaying intervention, but using appropriate instructional strategies at an early age—especially in kindergarten.*** Although we now have the ability to identify children who are at-risk for reading failure, and we now understand some of the instructional conditions that must be considered for teaching, the majority of reading disabilities are not identified until the third grade.

Early Identification and Treatment

The best predictor in K or 1st grade of a future reading disability in grade 3 is a combination of performance on measures of phonemic awareness, rapid naming of letters, numbers, and objects, and print awareness. Phonemic awareness is the ability to segment words and syllables into constituent sound units, or phonemes. Converging evidence from all the research centers show that deficits in phonemic awareness reflect the core deficit in reading disabilities. These deficits are characterized by difficulties in segmenting syllables and words into constituent sound units called phonemes—in short, there is a difficulty in turning spelling into sounds.

Lack of phonemic awareness seems to be a major obstacle for learning to read (Vellutino & Scanlon, 1987a, Wagner & Torgeson, 1987). This is true for any language, even Chinese. About 2 in 5 children have some level of difficulty with phonemic awareness. For about 1 in 5 children phonemic awareness does not develop or improve

over time. These children never catch up but fall further and further behind in reading and in all academic subjects (Fletcher, et al., 1994; Shaywitz, Escobar, Shaywitz, Fletcher, & Makuch, 1992; Stanovich, 1986; Stanovich & Siegel, 1994).

Instruction using the following types of phonemic awareness tasks has had a positive effect on reading acquisition and spelling for nonreaders: rhyming, auditorily discriminating sounds that are different, blending spoken sounds into words, word-to-word matching, isolating sounds in words, counting phonemes, segmenting spoken words into sounds, deleting sounds from words (Ball & Blachman, 1991; Byrne & Fielding-Barnsley, 1990; Cunningham, 1990; Foorman, Francis, Beeler, Winikates, & Fletcher, in press; Lie, 1991; Lundberg, Frost, & Petersen, 1988; Vellutino & Scanlon, 1987b; Yopp, 1988).

Explicit instruction in how segmentation and blending are involved in the reading process was superior to instruction that did not explicitly teach the children to apply phonemic awareness to reading (Cunningham, 1990). Kindergarten children with explicit instruction in phonemic awareness did better than a group of first graders who had no instruction, indicating that this crucial preskill for reading can be taught at least by age 5 and is not developmental (Cunningham, 1990).

In a study by Ball and Blachman (1991), 7 weeks of explicit instruction in phonemic awareness combined with explicit instruction in sound-spelling correspondences for kindergarten children was more powerful than instruction in sound-spelling correspondences alone and more powerful than language activities in improving reading skills.

In a study by Foorman, Francis, Beerly, Winikates, & Fletcher (in press), 260 children were randomly assigned to a revised kindergarten curriculum (n=80) and a standard curriculum (n=160) consisting of developmentally appropriate practices described by the state of Texas' essential elements for kindergarten. The revised curriculum sought to prevent reading disabilities by teaching phonemic awareness for 15 minutes a day using the Lundberg, Frost, and Petersen (1988) curriculum from Sweden and Denmark. Children in the revised curriculum made significant gains in phonemic awareness over the year. Foorman et al. found that the greatest gains occurred when the explicit instruction moved into teaching the sound-spelling relationships concurrently with the instruction in phonemic awareness.

Explicit, Systematic Instruction in Sound-spelling Correspondences

Phonemic awareness alone is not sufficient. Explicit, systematic instruction in common sound-spelling correspondences is also necessary for many children (Adams, 1988; Ball & Blachman, 1991; Byrne & Fielding-Barnsley, 1990; Foorman et al., in press; Mann, 1993; Rack, Snowling, & Olson, 1992; Snowling, 1991; Spector, 1995; Stanovich, 1986; Torgesen et al., in press; Vellutino, 1991; Vellutino & Scanlon, 1987a). Foorman, Francis, Novy, & Liberman (1991) found that more intensive instruction in sound-spelling relationships during reading (45 minutes per day) was more effective than less daily instruction in sound-spelling relationships (sound-spelling instruction occurring only during spelling and not during reading).

Instruction in specific sound-spelling relationships was more effective than a strategy for using analogous word parts on transfer to new words and on standardized reading measures (Lovett, Borden, DeLuca, Lacerenza, Benson, & Brackstone, 1994). Torgesen et al. (in press) also found that explicitly teaching the sound-spelling relationships

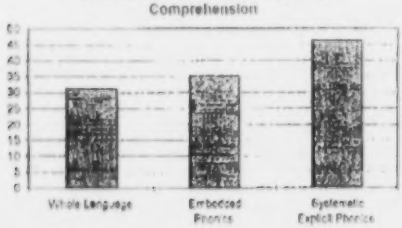
was superior to teaching explicitly using word families and word analogies and superior to an implicit approach.

Foorman, Francis, Beeler, Winikates, and Fletcher (in press) found that explicit, systematic instruction in sound-spelling relationships in the classroom was more effective in reducing reading disabilities than a print-rich environment characterized by interesting stories, even with children who had benefited from phonemic awareness instruction in kindergarten.

> *"[Explicit, systematic instruction in sound-spelling relationships] brought economically disadvantaged, low-achieving first and second graders close to the national average in reading on the Woodcock-Johnson-R, whereas whole language instruction placed these [Title] I students near the 25th percentile. Children scoring below the 25th percentile are often identified as reading disabled under traditional diagnostic criteria. These results suggest that [explicit, systematic instruction] in sound-spelling patterns in first and second grade classrooms can prevent reading difficulties in a population of children at risk of reading failure."* (Foorman et al., in press)

Figure 1 graphically displays the effects on reading comprehension for the three treatments Foorman et al. compared. The whole language treatment offered children a print-rich environment with interesting stories. The embedded phonics treatment included a more structured approach to phonics in a print-rich environment. The systematic, explicit phonic approach included phonemic awareness instruction, explicit instruction in sound-spelling relationships, and extensive practice in decodable text. Details of the explicit, systematic approach are described in the next section.

Figure 1. Percentile scores on Woodcock-Johnson Broad measure of Reading Comprehension



Foorman, Francis, Beeler, Winikates, and Fletcher, in press

Foorman et al. (in press) also found that changing instruction from whole language to explicit, systematic phonics at the classroom level was more effective in reducing the occurrence of reading problems than any of three types of one-on-one tutorial programs that were evaluated. Foorman and her colleagues concluded that in order to avoid reading failure, the focus should be on prevention, not intervention.

BEST COPY AVAILABLE

"It was the classroom curriculum effect, not the tutorial method effect that was significant. The tutorial effect was not particularly strong, given the weak association between growth in word reading and number of days in tutorial. But at least the tutorial may have kept children from falling further behind in reading. These curriculum effects have important implications for urban school districts with large numbers of students at risk for reading failure. The morbidity of reading failure and subsequent placement in special education can possibly be reduced with explicit, systematic phonics in the alphabetic code during first grade." (p. 16)

Prediction From Context is not a Useful Strategy for Word Recognition

Research quite clearly shows that overemphasizing prediction from context for word recognition can be counterproductive, possibly delaying reading acquisition. Stanovich and Stanovich (1995) recently summarized the research findings regarding the predictability of authentic text:

"An emphasis on the role of contextual guessing actually represents a classic case of mistaken analogy in science and has been recognized as such for over a decade....It is often incorrectly assumed that predicting upcoming words in sentences is a relatively easy and highly accurate activity. Actually, many different empirical studies have indicated that naturalistic text is not that predictable. Alford (1980) found that for a set of moderately long expository passages of text, subjects needed an average of more than four guesses to correctly anticipate upcoming words in the passage (the method of scoring actually makes this a considerable underestimate). Across a variety of subject populations and texts, a reader's probability of predicting the next word in a passage is usually between .20 and .35 (Aborn, Rubenstein, & Sterling, 1959; Gough, 1983; Miller & Coleman, 1967; Perfetti, Goldman, & Hogaboam, 1979; Rubenstein & Aborn, 1958). Indeed, as Gough (1983) has shown, the figure is highest for function words, and is often quite low for the very words in the passage that carry the most information content." (p. 90)

Stanovich and Stanovich (1995) also summarize the findings regarding the role of context in reading acquisition. Of the three cueing systems frequently mentioned in reading (semantic, syntactic, and graphophonemic cues), the semantic and syntactic cueing systems seem to play a minor role. Recent eye movement research indicates that good readers do not sample the text and predict to recognize words efficiently, but rather see every single letter on the page.

"The key error of the whole language movement is the assumption that contextual dependency is always associated with good reading. In fact, the word recognition skills of the good reader are so rapid, automatic, and efficient that the skilled reader need not rely on contextual information. In fact, it is poor readers who guess from context—out of necessity because their decoding skills are so weak." (p. 92)

In the NICHD intervention studies (Foorman et al., in press; Torgesen et al., in press) teaching children to use context and prediction as strategies for word recognition resulted in greater numbers of reading disabilities than instruction that taught children to use their sound-spelling knowledge as the primary strategy for word recognition.

Major Implications for Early Reading Instruction

Below are the key principles of effective reading instruction identified in the research along with concrete examples of what these principles mean. These examples are taken directly from the research studies. The research findings indicate that to prevent reading problems classroom teachers should do the following:

1. Begin teaching phonemic awareness directly at an early age (kindergarten).

Children who are able to recognize individual sounds in words are phonemically aware. Phonemic awareness can be taught with listening and oral reproduction tasks similar to those listed below. When concurrent instruction in sound-spelling relationships occurs, growth in the development of phonemic awareness seems to accelerate. Teachers should initiate instruction in phonemic awareness before beginning instruction in sound-spelling relationships and continue phonemic awareness activities while teaching the sound-spelling relationships.

Examples of phonemic awareness tasks

- Phoneme deletion: What word would be left if the */k/* sound were taken away from *cat*?
- Word to word matching: Do *pen* and *pipe* begin with the same sound?
- Blending: What word would we have if you put these sounds together: */s/, /a/, /t/*?
- Sound isolation: What is the first sound in *rose*?
- Phoneme segmentation: What sounds do you hear in the word *leaf*?
- Phoneme counting: How many sounds do you hear in the word *cake*?
- Deleting phonemes: What sound do you hear in *meat* that is missing in *eat*?
- Odd word out: What word starts with a different sound: *bag, nine, beach, bike*?
- Sound to word matching: Is there a */k/* in *bike*?

Stanovich, 1994

There is little correlation between developmental stages and phonemic awareness. Every school child is ready for some phonemic instruction. In fact, if the children who fall behind do not begin receiving explicit teacher-initiated instruction, they are very likely to continue falling further and further behind. Phonemic awareness and other important reading skills are learned and do not develop naturally. The earliest direct interventions have been initiated in kindergarten with very positive results. How preschoolers respond to instruction is a question currently under investigation.

2. Teach each sound-spelling correspondence explicitly.

Not all phonic instructional methods are equally effective. Telling the children explicitly what single sound a given letter or letter combination makes is more effective in preventing reading problems than encouraging the child to figure out the sounds for the letters by giving clues. Many children have difficulty figuring out the individual sound-spelling correspondences if they hear them only in the context of words and word parts. Phonemes must be separated from words for instruction.

Explicit instruction means that a phoneme is isolated for the children. For example, the teacher shows the children the letter m and says, "This letter says /mmm/." In this way a new phoneme is introduced. A new phoneme and other phonemes the children have learned should be briefly practiced each day, not in the context of words, but in isolation.

These practice sessions need only be about 5 minutes long. The rest of the lesson involves using these same phonemes in the context of words and stories that are composed of only the letter-phoneme relationships the children know at that point.

3. Teach frequent, highly regular sound-spelling relationships systematically.

Only a few sound-spelling relationships are necessary to read. The most effective instructional programs teach children to read successfully with only 40 to 50 sound-spelling relationships. (Writing can require a few more, about 70 sound-spelling relationships.) The chart below is not taken from any particular program but represents the 48 most regular letter-phoneme relationships. (The given sounds for each of the letters and letter groups are either the most frequent sound or occur at least 75% of the time.)

The 48 most regular sound-letter relationships

a	as in fat	g	as in goat	s	
m		l		e	
t		h		u-e	as in use
o		u		p	
i	as in sit	c	as in cat	w	"woo" as in well
f		b		j	
a-e	as in cake	n		i-e	as in pipe
d		k		y	"yee" as in yuk
r		o-e	as in pole	z	
ch	as in chip	ou	as in cloud	kn	as in know
ea	beat	oy	toy	oa	boat
ee	need	ph	phone	oi	boil
er	fern	qu	quick	ai	maid
ay	hay	sh	shop	ar	ear
igh	high	th	thank	au	haul
ew	shrewd	ir	first	aw	fawn

To teach systematically means to coordinate the introduction of the sound-spellings with the material the children are asked to read. The words and stories the children read are composed of only the sound-spelling relationships the children have learned, so all the children must be taught using the same sequence. The order of the introduction of sound-spelling relationships should be planned to allow reading material composed of meaningful words and stories as soon as possible. For example, if the first three sound-spelling relationships the children learn are a, b, c, the only real word the children could read would be *cab*. However, if the first three sound-spelling relationships were m,a,s, the children could read *am, Sam, mass, ma'am*.

4. Show children exactly how to sound out words.

After children have learned two or three sound-spelling correspondences, begin teaching them how to blend the sounds into words. Show them how to move sequentially from left to right through spellings as they "sound out," or say the sound for each spelling. Practice blending words composed of only the sound-spelling relationships the children have learned every day.

5. Use connected, decodable text for children to practice the sound-spelling relationships they learn.

The findings of the NICHD research emphasize that children need extensive practice applying their knowledge of sound-spelling relationships to the task of reading as they are learning them. This integration of phonics and reading can only occur with the use of decodable text. **Decodable text is composed of words that use the sound-spelling correspondences the children have learned to that point and a limited number of sight words that have been systematically taught.** As the children learn more sound-spelling correspondences, the texts become more sophisticated in meaning, but initially they are very limited. Only decodable text provides children the opportunity to practice their new knowledge of sound-letter relationships in the context of connected reading.

Texts that are less decodable do not allow the integration of the phonological knowledge the children gain with actual reading. For example, the first sentence children read in a meaning-based program that added an unintegrated phonic component was: "The dog is up." The sound-letter relationships the children had learned up to this point were: d, m, s, r, and t. This is how much of the sentence the children could read by applying what they had learned in the phonic component: "--- d--- -- --. In this case, it is impossible for the children to use their phonics knowledge to read.

Here is a different example: "Sam sees a big fist." The sounds the children have learned to this point are: a, s, m, b, t, ee, f, g, and i. This is how much of the sentence the children can read using the sound-spelling relationships they have learned: "Sam sees a big fist." This sentence is 100% decodable. Here the children can apply the sound-spelling relationships they have learned to their reading of this sentence, so the phonics component is integrated into the child's real reading. Only decodable text provides children a context for using their new knowledge of sound-spelling relationships in the context of real reading.

Text that is less decodable requires the children to use prediction or context to figure out words. Much research has evaluated the effectiveness of prediction as a strategy for word recognition. Though prediction is valuable in comprehension for predicting the next *event* or predicting an *outcome*, the research indicates that it is not useful in word recognition. The following passage is a sample of authentic text (from Jack London). The parts of the text that are omitted are the parts that a child was unable to decode accurately. The child was able to decode approximately 80% of the text. If prediction is a useful strategy, a good reader should be able to read this easily with understanding.

He had never seen dogs fight as these w__ish c___ f___t, and his first ex_____ t__ ___t him an unf_____able l____n. It is true, it was a vi____ ex_____, else he would not have lived to pr_____it by it. Curly was the v_____. They were camped near the log store, where she, in her friend__ way, made ad_____ to a husky dog the size of a full-_____wolf, th____ not half so large as he. There was no w____ing, only a leap in like a flash, a met____ clip of teeth, a leap out equal swift, and Curly's face was ripped open from eye to jaw.

It was the wolf manner of fight___, to st_ and leap away, but there was more to it than this. Th__ or forty huskies ran_o the spot and not com_____d that s_____t circle. But did not com_____d that s_____t in_____, not the c___ way with which they were licking their chops. Curly rushed her ant_____, who struck again and leaped aside. He met her next rush with his chest, in a p_____ fash___ that

tum__ed her off her feet. She never re_____ed them. This was __at the on_____ing huskies had w_____for.

The use of predictable text, rather than this authentic text, might allow children to use prediction to figure out a passage. However, this strategy would not transfer to real reading, as the above passage demonstrates. Predictable text gives children false success. While this false success may be motivating for many children, ultimately they will not be successful readers if they rely on text predictability to read.

6. **Use interesting stories to develop language comprehension.**

The use of interesting, authentic stories to develop language comprehension is not ruled out by this research. Only the use of these stories *as reading material* for nonreaders is ruled out. Any controlled connected text, whether it is controlled for decodability or for vocabulary, will not be able to provide entire coherent stories in the early stages of reading acquisition. During this early stage of reading acquisition, the children can still benefit from stories that the teacher reads to them. These teacher-read stories can play an important role in building the children's oral language comprehension, which ultimately affects their reading comprehension. These story-based activities should be structured to build comprehension skills, not decoding skills.

Balance, but don't mix. The sixth feature, using real stories to develop comprehension, should be balanced with the decoding instruction described in the first five features. The comprehension instruction and the decoding instruction are separate from each other while children are learning to decode, but both types of instructional activities should occur. In other words, comprehension and decoding instruction should be balanced.

A common misconception regarding the balance that is called for by the research is that the teacher should teach sound-spelling relationships in the context of real stories. This mixture of decoding and comprehension instruction in the same instructional activity is clearly less effective, even when the decoding instruction is fairly structured. The inferiority of single instructional activities with mixed goals (embedded phonics) has been demonstrated in several studies (Foorman et al., in press; Foorman, Francis, Novy, & Liberman, 1991; Torgesen et al., in press).

During the early stages of reading acquisition, children's oral language comprehension level is much higher than their reading comprehension level. The text material used to build children's comprehension should be geared to their oral language comprehension level. The material used to build their decoding should be geared to their decoding skills, with attention to meaning. Though decodable text can be meaningful and engaging, it will not build children's comprehension skills nor teach them new vocabulary to the extent that might be needed. Comprehension strategies and new vocabulary should be taught using orally presented stories and texts that are more sophisticated than the early decodable text the children read. The teacher should read this text to the children and discuss the meaning with them. After the children become fluent decoders, they can apply these comprehension strategies to their own reading.

Other Important Research Questions and Findings

The scope of the NICHD research program is much broader than identifying effective methods for treating reading difficulties. Some of these research questions and the findings are briefly described below.

Research Question: What individual variables affect reading acquisition?
Finding: Bilingualism does not interact with reading acquisition. If children know some English, they learn to read in the same way that other children learn. There is no evidence that some children with reading difficulties need a different approach. The greater the severity of the problem, the more explicit, systematic, and carefully planned the instruction needs to be along the parameters defined above. So far the only variable found that interacts with reading acquisition is ethnic group. Significantly more African-American children have lower levels of phonemic awareness and respond significantly better to direct instruction in phonemic awareness than other ethnic groups. Researchers are still testing the replicability of this finding.

Research Question: Are there medical reasons to explain why 20 to 40% of the population do not naturally develop phonemic awareness?
Finding: Yes, sophisticated modern brain research using neuroimaging and other technologies show a unique brain signature for many, but not all, children without phonemic awareness. This neuroimaging research is being conducted at several NICHD sites, thus providing the opportunity for replication.

Research Question: Are reading disabilities inherited?
Finding: Twin studies have found strong evidence for genetic etiology of reading disabilities, with deficits in phonemic awareness reflecting the greatest degree of heritability. There is also behavioral genetic evidence for degrees of heritability for letter processing.

Research Question: How does ADD relate to learning disabilities?
Finding: Disorders of attention and reading disabilities often coexist, but the two disorders appear distinct and separable with respect to the effects of attention-deficit disorder (ADD) on cognitive tasks. For example, it has been found that ADD children perform poorly on rote verbal learning and memory tasks, but relatively well on naming and phonemic awareness tasks. The converse appears to be the case for children with reading disabilities.

Research Question: Are more boys than girls reading disabled?
Finding: Despite the widely held belief that boys are more likely to have reading disabilities than girls, research has shown that as many girls as boys have difficulties learning to read. More boys are identified by teachers in school because of their tendency to be more rowdy and active than girls.

Future Directions

The NICHD research program has made a great deal of progress in the investigation of reading difficulties. These findings are potentially of great benefit to most children. However, the work is not done and not all the issues are resolved. There are still children with reading disabilities in the most successful interventions described above. Future research will investigate effective treatments for teaching children who have no knowledge of English to read English. The on-going longitudinal intervention studies sponsored by the NICHD will be bringing important new knowledge to the field in the continuing effort to make every child a reader at an early age.

47-567 98 - 6

References

A New Definition of Dyslexia

Scientists from NICHD and other scientists as well as leaders from the National Center for Learning Disabilities and the Orton Dyslexia Society Research Committee collaborated to develop an improved definition of disabilities in basic reading skills based on the most recent research in the field. Characterizing the definition as a "working" definition reflects the need to alter the definition in light of continuing advances in research and clinical knowledge. The working definition is as follows:

> Dyslexia is one of several distinct learning disabilities. It is a specific language-based disorder of constitutional origin characterized by difficulties in single word decoding, usually reflecting insufficient phonological processing. These difficulties in single word decoding are often unexpected in relation to age and other cognitive and academic abilities; they are not the result of generalized developmental disability or sensory impairment. Dyslexia is manifest by variable difficulty with different forms of language, often including, in addition to problems with reading, a conspicuous problem with acquiring proficiency in writing and spelling. (The Orton Dyslexia Society Research Committee, April, 1994)

NICHD LD Research Network

BEST COPY AVAILABLE

The NICHD Research Sites

Location	Director(s)	Affiliates
University of Colorado	John Del'reis	University of Denver, University of California, Irvine, Harvard University,
Bowman-Gray School of Medicine, North Carolina	Frank Wood	
Haskins Laboratories	Carol Fowler	
Yale University	Bennett and Sally Shaywitz	Keith Stanovich's team at the Ontario Institute for Studies in Education
University of Miami	Herbert Leba	
Beth Israel Hospital / Harvard University.	Albert Galburda	
University of Houston	Jack Fletcher	
University of Washington, Seattle	Virginia Berninger	
Harvard University / The Children's Hospital-Boston,	Deborah Waber	
Johns Hopkins University	Martha Denckla	Vellutino and Scanlon's team at the State University of New York
Florida State University	Joseph Torgeson	
University of Houston	Barbara Foorman	
Georgia State University	Robin Morris	Maureen Lovett's team at the University of Toronto; Maryanne Wolfe's at Tufts University in Boston

Bibliography

Alford, J. (1980, May). *Predicting predictability: Identification of sources of contextual constraint on words in text.* Paper presented at the meeting of the Midwestern Psychological Association, St. Louis.

Aborn, M., Rubenstein, H., & Sterling, F. (1959). Sources of contextual constraint upon words in sentences. *Journal of Experimental Psychology, 57*, 171-180.

Adams, M. (1990). *Beginning to read: Thinking and learning about print.* Cambridge, MA: MIT Press.

Ball, E. W., & Blachman, B. A. (1991). Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling? *Reading Research Quarterly, 26*(1), 49-66.

Byrne, B., & Fielding-Barnsley, R. (1990). Acquiring the alphabetic principle: A case for teaching recognition of phoneme identity. *Journal of Educational Psychology, 82*, 451-455.

Cunningham, A. E. (1990). Explicit versus implicit instruction in phonological awareness. *Journal of Experimental Child Psychology, 50*, 429-444.

Dahl, K.L., & Freppon, P. (1995). A comparison of inner-city children's interpretations of reading and writing instruction in the early grades in skills based and whole language classrooms. *Reading Research Quarterly, 30*, 50-74.

Fletcher, J., Shaywitz, S., Shankweiler, D., Katz, L., Liberman, I., Stuebing, K., Francis, D., Fowler, A., & Shaywitz, B. (1994). Cognitive profiles of reading disability: Comparisons of discrepancy and low achievement definitions. *Journal of Educational Psychology, 86*(1), 6-23.

Foorman, B., Francis, D., Fletcher, J., Winikates, D, & Fletcher, J. (in press). Early interventions for children with reading problems: Study designs and preliminary findings. *Learning Disabilities: A Multi-disciplinary Journal.*

Foorman, B., Francis, D., Novy, D. & Liberman, D. (1991). How letter-sound instruction mediates progress in first-grade reading and spelling. *Journal of Educational Psychology, 83*(4), 456-469.

Francis, D., Shaywitz, S., Stuebing, K., Shaywitz, B., & Fletcher, J. (1996). Developmental lag versus deficit models of reading disability: A longitudinal, individual growth curves analysis. *Journal of Educational Psychology, 88*(1), 3-17.

Freppon, P.A. (1991). Children's concepts of the nature and purpose of reading in different instructional settings. *Journal of Reading Behavior, 23*(2), 139-163.

Gough, P. (1983). Context, form, and interaction. In K. rayner (Ed.), *Eye movements in reading* pp. 331-358). Cambridge, MA: MIT Press.

Hiebert, E. H., Colt, J.M., Catto, S.L., & Gary, E.C. (1992). Reading and writing of first-grade students in a restructured Chapter 1 program. *American Educational Research Journal, 29*, 545-572.

Iversen, S., & Tunmer, W. (1993). Phonological Processing Skills and the Reading Recovery Program. *Journal of Educational Psychology, 85*(1), 112-126.

Kasten, W.C., & Clarke, B.K. (1989). Reading / writing readiness for preschool and kindergarten children: A whole language approach. Sanibel: Florida Educational Research and Development Council (ED 312 041).

Kaufman, A.S., & Kaufman, N.L. (1985). *Kaufman Test of Educational Achievement.* Circle Pines, MN: American Guidance Service.

Lie, A. (1991). Effects of a training program for stimulating skills in word analysis in first-grade children. *Reading Research Quarterly, 26*(3), 234-250.

Lovett, M., Borden, S., DeLuca, T., Lacerenza, L., Benson, N., & Brackstone, D. (1994). Treating core deficits of developmental dyslexia: Evidence of transfer of learning after phonologically- and strategy-based reading training programs. *Developmental Psychology, 30*(6), 805-822.

Lundberg, I., Frost, J., & Petersen, O. (1988). Effects of an extensive program for stimulating phonological awareness in preschool children. *Reading Research Quarterly, 23*, 263-284.

Lyon, R., & Alexander, D. (1996). NICHD research program in learning disabilities. In S. Horowitz (Ed.), *Their World*, p 13-15. New York, NY: National Center for Learning Disabilities.

Lyon, G.R., & Chhabra, V. (1996). The current state of the science and the future of specific reading disability. *Mental Retardation and Developmental Disabilities Research Reviews, 2*, 2-9.

Lyon, G.R. (1993). *Treatment effectiveness for the learning disabled.* Request for Applications (93-009) Bethesda, MD: The National Institute of Child Health and Human Development.

Lyon, G.R. (1994). *Frames of reference for the assessment of learning disabilities: New views on measurement issues.* Baltimore, MD: Paul H. Brookes.

Lyon, G.R. (1995a). Toward a definition of dyslexia. *Annals of Dyslexia, 45*, 3-27.

Lyon, G.R. (1995b). Research initiatives in learning disabilities: Contributions from scientists supported by the National Institute of Child Health and Human Development. *Journal of Child Neurology, 10*, 120-126.

Lyon, G.R., Gray, D., Kavanagh, J., Krasnegor, N. (Eds.) (1993). *Better understanding learning disabilities: New views from research and their implications for education and public policies.* Baltimore, MD: Paul H. Brookes.

Mann, V. A. (1993). Phoneme awareness and future reading ability. *Journal of Learning Disabilities, 26*(4), 259-269.

McIntyre, E., & Freppon, P. (1994). A comparison of children's development of alphabetic knowledge in a skill-based and a whole language classroom. *Research in the Teaching of English, 28*, 391-417.

Miller, G., & Coleman, E. (1967). A set of thirty-six prose passages calibrated for complexity. *Journal of Verbal Learning and Verbal Behavior, , 851-854.*

Perfetti, C.A., Goldman, S., & Hogaboam, T. (1979). Reading skill and the identification of words in discourse context. *Memory and Cognition, 7*, 273-282.

Rack, J. P., Snowling, M. J., & Olson, R. K. (1992). The nonword reading deficit in developmental dyslexia: A review. *Reading Research Quarterly, 27*(1), 29-53.

Ribowsky, H. (1985). The effects of a code emphasis approach and a whole language approach upon emergent literacy of kindergarten children. Alexandria, VA: Educational Document Reproduction Service (ED 269 720).

Rubenstein, H., & Aborn, M. (1958). Learning, prediction, and readability. *Journal of Applied Psychology, 42*, 28-32.

Shaywitz, S., Escobar, M., Shaywitz, B., Fletcher, J., & Makuch, R. (1992). Evidence that dyslexia may represent the lower tail of a normal distribution of reading disability. *New England Journal of Medicine, 326*(3), 145-150.

Snowling, M. (1991. *Dyslexia: A cognitive developmental perspective.* Oxford: Basil Blackwell.

Spector, J. E. (1995). Phonemic awareness training: Application of principles of direct instruction. Reading & Writing Quarterly, 11, 37-51.

Stanovich, K., & Siegel, L. (1994). Phenotypic performance profile of children with reading disabilities: A regression-based test of the phonological-core variable-difference model. *Journal of Educational Psychology, 86*(1), 24-53.

Stanovich, K. (1993). The construct validity of discrepancy definitions of reading disability. In G.R. Lyon, D. Gray, J. Kavanagh., N. Krasnegor (Eds.) (1993). *Better understanding learning disabilities: New views from research and their implications for education and public policies.* Baltimore, MD: Paul H. Brookes.

Stanovich, K. (1994). Romance and reality. *The Reading Teacher, 47*(4), 280-291.

Stanovich, K., & Stanovich, P. (1995). How research might inform the debate about early reading acquisition. *Journal of Research in Reading, 18*(2), 87-105.

Stanovich, K.E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly, 21*, 360-407.

Stice, C.F., & Bertrand, N.P. (1990). Whole language and the emergent literacy of at-risk children: A two-year study. Nashville: Center of Excellence, Basic Skills, Tennessee State University (ED 324 636).

Torgesen, J.K., Wagner, R., Rashotte, C.A., Alexander, A.W., & Conway, T. (in press). Preventive and remedial interventions for children with severe reading disabilities. *Learning Disabilities: A Multidisciplinary Journal*.

Vellutino, F.R. (1991). Introduction to three studies on reading acquisition: Convergent findings on theoretical foundations of code-oriented versus whole-language approaches to reading instruction. *Journal of Educational Psychology, 83*(4), 437-443.

Vellutino, F.R., & Scanlon, D.M. (1987a). Linguistic coding and reading ability. In S. Rosenberg (Ed.), *Advances in applied psycholinguistics* (pp. 1-69). New York: Cambridge University Press.

Vellutino, F.R., & Scanlon, D.M. (1987b). Phonological coding, phonological awareness, and reading ability: Evidence from a longitudinal and experimental study. *Merrill-Palmer Quarterly, 33*(3), 321-363.

Wagner, R.K., & Torgesen, J. (1987). The nature of phonological processing and its causal role in the acquisition of reading skills. *Psychological Bulletin, 101*, 192-212.

Yopp, H.K. (1988). The validity and reliability of phonemic awareness tests. *Reading Research Quarterly, 23*(2), 159-176.

Exhibit D

SUMMARY OF ELEMENTARY SCHOOLS
Sending 5th Grade Students to 6th Grade
STANFORD 9 READING SCORES
FALL 1997 ADMINISTRATION

SENDING ELEMENTARY SCHOOL	# and % of Students Enrolled in Williams (1997 5th gr. class)	# and % of Students Above Grade Level >6.1 G.E.	# and % of Students On Grade Level =6.1 G.E.	# and % of Students Below Grade Level <6.1 G.E.	# of Students No Score Available
A	32 or 76 %	5 or 16 %	0 %	27 or 84 %	0
B	32 or 82 %	6 or 21 %	0 %	22 or 79 %	4
C	24 or 53 %	4 or 17 %	0 %	19 or 83 %	1
D	17 or 53 %	1 or 7 %	0 %	13 or 93 %	3
E	14 or 41 %	0 %	0 %	14 or 100 %	0
F	41 or 31 %	18 or 45 %	0 %	22 or 55 %	1
G	10 or 20 %	0 %	0 %	10 or 100 %	0
H	3 or 3 %	1 or 33 %	0 %	2 or 67 %	0
Out of District	21 or 7%	2 or 13 %	0 %	13 or 87 %	6

Total # of students below grade level - **142 out of 179 or 79%**

BEST COPY AVAILABLE

Exhibit E

Characteristics of High Performing 1st Graders
Houston Independent School District

The Stanford 9 norm-referenced test was administered in September of 1997 to all students in grades 1 through 11 in the Houston Independent School District in order to establish a baseline for the assessment of student achievement.

Out of approximately 182 elementary schools in which 1st grade students were tested, the Stanford 9 reading scores for 1st graders at Wesley Elementary were among the top 13 highest scoring elementary campuses in the Houston Independent School District. The scores for these top 13 schools are listed below.

Top 13 First Grade Stanford 9 Reading Scores by National Percentile Rank

1. A	97%
2. B	93%
3. C	90%
4. D	89%
5. E	88%
6. F	88%
7. G	88%
8. H	86%
9. I	85%
10. J	83%
11. K	82%
12. Wesley Elementary	82%
13. L	80%

However, comparison of demographic data for these top 13 schools reveals striking differences between Wesley Elementary and the other 12 schools.

The statistic reported below is often used as an indicator of the socio-economic status of a student population. A high percentage usually indicates a low socio-economic student population, while a low percentage typically equates with a wealthier student population. Studies which focus on the reading abilities of students from middle to high socio-economic levels have shown that most of the time these students enter 1st grade knowing how to read. These same studies have illustrated that students from low socio-economic areas, in most cases, do not know how to read at the beginning of 1st grade. The strategy used at Wesley Elementary, in which students are taught to read in Kindergarten, ensures that all students enter 1st grade knowing how to read. This puts them on the same level as their wealthier counterparts who may have entered 1st grade already knowing how to read without instruction in Kindergarten.

Students Population Receiving Free/Reduced Lunch

1. Wesley Elementary	82%
2. D	37%
3. L	35%
4. A	33%
5. H	26%
6. J	26%
7. F	17%
8. I	14%
9. K	12%
10. C	10%
11. G	10%
12. B	9%
13. E	7%

BEST COPY AVAILABLE

As the data below reveals, when compared to the other 12 top scoring elementary schools, Wesley Elementary has the 2nd highest student mobility rate and the highest teacher mobility rate. This data communicates that there are many students in 1st grade and beyond that did not attend Kindergarten at Wesley and in most cases, did not learn to read in Kindergarten. In addition, the high percentage of teachers with 5 years or less experience reflects that the geographic location and demographic characteristics of Wesley Elementary frequently makes it difficult to attract and retain quality personnel. Wesley Elementary consistently begins the school year with some classrooms that do not have certified teachers. Many times this situation continues throughout the year.

Student Mobility Rate (95-96)*

1.	I	28%
2.	Wesley Elementary	26%
3.	E	25%
4.	D	17%
5.	C	16%
6.	F	15%
7.	L	14%
8.	J	13%
9.	B	12%
10.	H	11%
11.	G	8%
12.	A	8%
13.	K	7%

Teachers' Years of Experience

		5 years or less	6+ years
1.	Wesley Elementary	64%	36%
2.	E	37%	63%
3.	D	36%	63%
4.	J	32%	68%
5.	I	32%	69%
6.	L	32%	67%
7.	H	27%	73%
8.	A	27%	73%
9.	G	26%	64%
10.	B	24%	76%
11.	C	20%	80%
12.	F	20%	80%
13.	K	19%	81%

In summary, the data presented strongly supports the view that highly mobile students from low socio-economic backgrounds come to Wesley Elementary behind in their reading development. They require intensive remediation that oftentimes must take place in a classroom with only a "warm body" for a teacher. Even so, Wesley Elementary has shown over the years that all students that remain in the reading program continue to progress.

BEST COPY AVAILABLE

Exhibit F

Acres Homes Charter Schools District
Professional Development Programs
1997-98

Classroom Organization and Management Program: C.O.M.P.
C.O.M.P. has been validated by the Program Effectiveness Panel of the U.S. Department of Education as an effective program in grades K-12, both regular and resource classrooms, for addressing three major goals:

1. Improvement in teaching practices
2. Improvement in student behavior
3. Improvement in student achievement

C.O.M.P. is based on twelve studies involving over 8,000 hours of observation in regular and resource classrooms, grades K-12, to identify classroom management practices linked to high student academic engagement and high student academic achievement.

C.O.M.P. engages teachers in a systematic process to work through six key areas vital to creating an effective learning environment and providing a foundation for a classroom management system. The following is the content of the C.O.M.P. program:

Effective classroom management involves,
-planning before the year begins
-implementing the plan on day one
-maintaining throughout the year
in six major areas:

1. Organizing the Classroom
2. Developing and Teaching Rules and Procedures
3. Managing Student Work
4. Maintaining Good Student Behavior
5. Planning for Instruction
6. Conducting Instruction and Maintaining Momentum

Creating Independence Through Student Owned Strategies (Project C.R.I.S.S.)
The goal of Project C.R.I.S.S. is to help students better organize, understand, and retain course information. The program was developed in Kalispell, Montana, Public Schools in 1979. The teachers wrote the program under the direction of Dr. Carol Santa, District Reading Coordinator. The program became a state demonstration site in 1982 and a nationally validated project for grades 10 through 12 in 1985. In 1993, the validation was expanded to include grades 4-12. The *National Diffusion Network* (NDN) provided funding for C.R.I.S.S. from 1985 through 1996, when NDN funding was eliminated by Congress. The program employs several concepts, drawn from cognitive psychology. First, students must be able to integrate new information with prior knowledge. Second, students need to be actively involved in their own learning by discussing, writing, and organizing; and third, students must self-monitor to identify which strategies are the most effective for a given set of learning materials. These behaviors need to be taught by content teachers to maximize the acquisition of course information.

Gourmet Curriculum
This instructional program was developed by Jan Garber and Kay Henderson, two teachers in New Braunsfels, Texas, out of the desire to find ways to help their students do well on the state mandated criterion-referenced test. (Texas Assessment of Academic Skills - T.A.A.S.). The goal of the curriculum is to facilitate good teaching of the skills being tested. The materials are of high interest to students, which in turn provides the motivation for students to excel and become competent in reading and math. The materials meet the needs of all student populations, including At-Risk, G.T., Content Mastery, as well as the average student. The programs in reading and math provide teachers with complete in depth lessons that develop each objective tested in a logical step - by - step progression. The lessons contain all the materials needed including games, cooperative learning activities, enrichment and reteach lessons. Practice exercises, tests, and final tests are included in every lesson.

BEST COPY AVAILABLE

Mabel B. Wesley Elementary School
1997-1998
STAFF DEVELOPMENT

DATE	LENGTH	SUBJECT	GRADE LEVEL
8/11/97	Full Day	Classroom Organization and Management Program	(New) K-5th
8/12/97	4 hours	Professional Development and Appraisal System	All
8/12/97	2 hours	Saxon Math	1st, 2nd, 3rd, 4th & 5th
8/12/97	2 hours	DISTAR Arithmetic	Pre-K & K
8/13/97	Full Day/6 hours	Reading Mastery	K, 1st & 2nd
8/13/97	Full Day/6 hours	Project C.R.I.S.S.	3rd, 4th, & 5th
9/10/97	2 hours	Teaching to Mastery	1st-5th
9/10/97	2 hours	Reading Mastery	Pre-K & K
9/10/97	2 hours	Saxon Math	4th
9/15/97	2 hours	Reading Mastery III	2nd, 3rd, 4th
9/16/97	2 hours	Reading Mastery	3rd, 4th, & 5th
10/2/97	Full Day	Classroom Organization and Management Program	K-5th
10/22/97	90 minutes	Project C.R.I.S.S.	3rd, 4th, & 5th
10/24/97	Full Day/6 hours	Gourmet Curriculum	3rd, 4th, & 5th
10/24/97	Full Day/6 hours	A Balanced Approach to Reading	Pre-K, K, 1st, & 2nd
11/12/97	2 hours	TAAS Data Analysis	3rd, 4th, & 5th
11/12/97	2 hours	Writing	Pre-K, K, 1st, & 2nd
12/10/97	90 minutes	Project C.R.I.S.S.	3rd, 4th, & 5th
1/5/97	Full Day/6 hours	Project C.R.I.S.S.	3rd, 4th, & 5th
1/14/98	2 hours	Gourmet Curriculum	3rd, 4th, & 5th
1/14/98	2 hours	Math Workshop	Pre-K, K, 1st, & 2nd
1/14/98	2 hours	Classroom Organization and Management Program	K-5th
2/4/98	2 hours	Classroom Organization and Management Program	K-5th
2/27/98	Full Day/6 hours	Discipline for Success	Pre-K-5th

BEST COPY AVAILABLE

Congressional Address
Dr. Oscar J. Underwood, Jr.

March 26, 1998

Before: Committee on Small Business
Empowerment Committee
Honorable Mark Souder, Chairman

It is with tremendous gratitude that I appear before you today to testify on the behalf of the millions of Americans of all races whose ancestors came to this country and found a land that was sensitive to the need for all of its people to be empowered in their attempt to achieve dreams and unlock potential. When we examine the origin of America, we discover that systematically and consistently, the people who braved the harsh conditions, and risked everything, including their lives came to this country in hope of finding a place where their dreams could be cultivated and eventually realized.

America has always been synonymous with Hope! This promise of an opportunity for a better life has been the inspiration from the inception of this nation. And I dare say is the reason that it is the greatest experiment in the history of civilization. America's constitution was written in a manner that was empowerment – sensitive. The framers realized that they had to protect the very treasure that allowed each of them to survive, develop and contribute to a world at that time, as it is today, was in dire need of a beacon of inspiration that would cause people to want to generate novel ideas that would produce a technology that improved the life of all the world's citizens.

In the Declaration of Independence, much is said in regards to the need to empower Americans: "We hold these truths to be self-evident that all men are created equal, and that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." What caused our mother country, England, at that time to lose us was her insensitivity to the need for empowerment programmed into the heart and soul of every human by their Creator, and therefore, as basic as food and shelter. The Bill of Rights, America's Contract with her people, is concerned again with the provision of empowerment for all Americans, so that nothing the government would do or allow would separate America's citizens from their ability to generate ideas, market them and receive profit, which in turn, would allow them to be a contributing member of their individual communities and their nation.

I am concerned that I don't see this principal as the rule, rather than the exception. America's people no longer dream as a normal course of operation. And when they do, they allow all sorts of mental and emotional barriers to convince them that these

47-567 98 - 7

dreams cannot come to fruition. What I observe is that most want to join the legions of others who want to connect themselves to dreams and ideas that are already proven and as a result, the nation as a whole is weakening, because Americans no longer have the flame of ingenuity and grit to simply take the risks, especially in accordance with knowledge.

As an educator, I've long wondered why dreaming was expected in the development of early childhood, but diminished with age. This is not in the best interest of our nation. This country produced what the world for centuries has cherished and emulated: "The American Dream." This was the inspiration that brought millions to this nation. Some, such as my ancestors, came unwillingly, but after years of blood, sweat and tears, married this dream and birthed offspring, such as myself, who truly have seen the power of American empowerment up-close and personally.

In Maslow's hierarchy, empowerment is the apex of human needs. What causes us to be the crown of all creation is our ability to leave things better than we found them. Food and shelter are physical drives, love and safety are emotional drives, but empowerment is a region of the soul that without, the human life simply becomes a chronicle of nameless and faceless meaninglessness. Every American deserves an opportunity to leave a legacy for the next generation, which simply says: "My gift to you is a life of purpose, producing at least one idea that will cause your life to be easier and more rewarding."

There are several principles that America needs to protect in order to remain empowerment-sensitive in regards to her people:

1. Create images of empowerment that all Americans can relate to and gain inspiration from.

2. Protect the opportunities of Americans to dream ideas, market them and receive profit, with as few governmental restraints and interference as possible.

3. Pass legislation, which will provide support during the early years of these ventures, so that the ideas can survive the wilderness experience of the first five years.

4. Encourage the protection and continuation of the process that allows for creativity in the early childhood years to also be a normal and acceptable part of teenage and adult life.

5. Be consistently empowerment-sensitive as you deal with new legislation so that nothing will be done to disrupt or nullify the natural inclination of humans to produce great ideas if allowed to dream, and be taken seriously.

BEST COPY AVAILABLE

I close with a poem that the students of Cornerstone Prep recite at the beginning of each day:

> "FIGURE IT OUT FOR YOURSELF, MY LAD. YOU'VE ALL THE GREATEST OF MEN HAVE HAD, TWO ARMS, TWO LEGS, TWO HANDS AND TWO EYES, AND A BRAIN TO USE IF YOU WOULD BE WISE. WITH THIS EQUIPMENT THEY ALL BEGAN, SO START FROM THE TOP AND SAY I CAN. LOOK THEM OVER THE WISE AND THE GREAT, THEY TAKE THEIR FOOD FROM A COMMON PLATE, WITH SIMILAR KNIVES, AND FORKS, AND SPOONS, WITH SIMILAR LACES THEY TIE THEIR SHOES, THE WORLD CONSIDERS THEM BRAVE AND SMART. BUT YOU'VE ALL THAT THEY HAD, WHEN THEY MADE THEIR START. YOU CAN TRIUMPH AND COME TO SKILL, YOU CAN BE GREAT IF YOU ONLY WILL, YOU'RE WELL EQUIPPED WITH LIFE, BUT HE, LETS YOU DECIDE WHAT YOU WANT TO BE! COURAGE MUST COME FROM THE SOUL WITHIN, A MAN OR WOMAN MUST FURNISH THE WILL TO WIN, SO FIGURE IT OUT FOR YOURSELF, MY LAD, YOU'VE ALL THAT THE GREATEST OF MEN HAVE HAD, WITH YOUR SAME EQUIPMENT, THEY ALL BEGAN, NOW BELIEVE IN YOUR DREAMS, AND SAY I CAN!

Thank you for this honor of addressing your committee today! My prayers will be with you as you continue the challenge of protecting and perpetuating the principles of the greatest nation civilization has ever known!

TESTIMONY FOR CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
105TH CONGRESS
COMMITTEE ON SMALL BUSINESS
SUBCOMMITTEE ON EMPOWERMENT
B - 303 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515-6319

March 24, 1998

For the past 27 years, I have been an educator in Baltimore City. For the first 18 years of my career, I was employed by the Baltimore City Public School System. However, I had a burden to help children know not only Reading, Writing and Arithmetic, but I wanted to help them learn more about themselves. Consequently, I went to work at the New Psalmist Christian School.

Having served in the capacity of a classroom teacher, a Resource Teacher and a supervisor, I am keenly aware of the difference between public schools and private institutions.

Although Baltimore City Public Schools represents one of the largest LEA's in the state of Maryland, they always lacked proportionate funding for their academic programs. In the schools where I served, there were a large variety of resources available to meet the needs of boys and girls. Although the cities budget was limited, each school had a Reading Resource Teacher, a Senior Teacher, Special Education personnel, a school nurse, a music or an art teacher, etc.

Schools in the private sector have done a marvelous job, despite the absence of many of these persons. We have been able to gander the support of parents, church staff, community leaders and the like, to provide in-kind services that our budgets have not been able to afford.

When we opened the New Psalmist Christian School in September, 1986, we opened with 35 students, 6 teachers, 4 assistant teachers, 1part-time music volunteer. We set aside $25,000 for start-up cost, which included furniture and instructional supplies. With such a limited budget, it was necessary for us to be prudent in our spending without sacrificing quality in our academic program.

Parents, grandparents, community persons, church members and friends donated tape recorders, record players, scissors, crayons, paper, pencils, etc. We realized from the inception of our school that it was crucial for us to maximize every resource that we had.

BEST COPY AVAILABLE

We had already hired the very best, experienced teachers that we could find. They had collectively, over 50 years of experience in education. Our assistants were gifted and many of them had at least one year of college or its equivalent. They were committed to the task of providing a Christian education for our boys and girls. To demonstrate their commitment, many of them left jobs making substantially more than we were able to offer. Nevertheless, they worked long hours and purchased materials out of their own pockets to insure a quality education for each of their students.

At the end of the first year of our operation, we graduated a class of ten students, some remaining with us for fourth grade and others went to Ivy League institutions. Ever since that day, the Ivy League schools in our city have recruited our students because they realize that they are competent.

We administer the Stanford Achievement Test during the spring of each year to our students from 4 years old through 5th grade. Traditionally, they score more than 6 months above grade level in the areas of:

reading
language arts
spelling
math

Much of our students' success can be attributed to the fact that our teachers are competent, our class sizes are small and homogeneous, and our environment is conducive for engaging youngsters in higher thinking skills.

In the planning stages of our school, we sought the assistance of many community persons, including educators, who framed out for us the curriculum. Parents, teachers, students surveyed a multiplicity of materials to determine what was the best mix for our youngsters.

In addition to the skills taught, we were concerned about the representation of minorities in literature, especially African Americans. A committee of parents and area educators reviewed materials in every content, designed a criterion checklist, evaluated the materials and made recommendations. We wanted ethnically inclusive, gender neutral, academically challenging, relative, high thinking, attractive materials to offer our students.

Although we have not always been able to provide state of the arts materials, we have been able to afford computers through various fund raisers, relevant basal materials and a variety of extracurricular activities designed to develop the whole child.

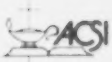
Having graduated from New Psalmist Christian School, most of our students attend private schools in the area. Most of them are on Principal's List, Dean's List and are a part of the Honor's Society at the school that they attend. Our first graduating class went to college last year. We now have students at Morehouse, Lincoln, Spellman,

BEST COPY AVAILABLE

Morgan, University of Maryland, Catonsville Community College, Villa Julie, Coppin and the Community of Baltimore.....

One of the greatest needs of private Christian schools today is funding. Regretfully, some of our brightest students were unable to remain here because their parent(s) were unable to afford the tuition. Some of them have had to return to less than favorable public schools where chaos abides. I salute the public schools in our area because I sincerely believe that they are doing the best that they can do, given their financial constraints.

However, finance impacts every aspect of the academic setting. Whether it be a personnel issue or a materials request, funding affects every student. There are many things I envision for our school, but each vision requires finances. If we could gander a few corporations who would be willing to give us matching grants, we could work miracles. If we could get business to provide some in-kind services for our school, we'd save money. Our program would be greatly enhanced if we could gain a greater commitment from the public sector. The opportunity to be influential in forming their future is one that we can ill afford to ignore. Investing into their future will yield volumes of dividends in the world in which you and I will live as we face the millennium. These students will clearly be the policy makers, the physicians, the engineers, the architects, the religious and political leaders of tomorrow.



ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL

"That in all things He might have preeminence" — Colossians 1:18

•Press Release•

Thursday, March 26, 1998 at 10:00 AM

The Association Of Christian Schools International commends member school administrators, the **Reverend Leah White of New Psalmist Christian School in Baltimore, MD** and **Headmaster William Elliott of Timothy Academy in Philadelphia, PA** for their testimonies before the **Subcommittee on Empowerment of the Small Business Committee of the U. S. House of Representatives.**

ACSI also commends Chairman Mark Souder for encouraging the subcommittee to explore the significance of faith-based institutions--including educational institutions--in the inner city and their positive effects on the urban environment.

The **Association of Christian Schools International** serves Christian schools throughout the world with 844,526 students in 3,986 member schools and colleges, across the continuum from Presbyterian to Pentecostal. In the United States we have 3,437 member K-12 schools with 541,000 students. That equals about one percent of U. S. students. Using the USDE's National Center for Education Statistics' $6,200 per year in operational costs per child, ACSI member schools relieve U. S. taxpayers of a $3,354,200,000 burden annually.

For additional information on the growth and ethos of African-American Christian schools, we recommend Dr. Jack Layman's dissertation at the University of South Carolina entitled, "Black Flight: The Emerging Black Christian Schools" and a subsequent article, "Black-Flight Academies: The New Christian Day Schools" in Education Forum, which Jack co-authored with Dr. Jim Carper, a recognized expert on religious schools and evangelical Christian schools in particular.

- Professor Carper's telephone number is (803) 777-3030 at U. S. C.
- Professor Layman's phone at Columbia International University is (803) 754-4100.

For information on ACSI, call the numbers listed below or try ACSI's Internet web site at www.acsi.org

NATIONAL/INTERNATIONAL HEADQUARTERS
MAILING P.O. Box 35097, Colorado Springs, Colorado 80935-3509
SHIPPING 731 Chapel Hills Drive, Colorado Springs, Colorado 80920-1027
PHONE 719/528-6906 • FAX 719/531-0631 • ORDER DEPARTMENT 800/367-0798

OFFICE OF GOVERNMENT AFFAIRS
John C. Holmes, Ed.D. • Director
1922 15th Street NW, Suite 500 A • Washington, DC 20005-2601
PHONE 202/789-2637 • FAX 202/842-0392

BEST COPY AVAILABLE

BLACK FLIGHT:

The Emerging Black Christian Schools

Jack Layman

My interest in Black Christian schools was revived in 1988 through Central Carolina Christian Academy (CCCA), a Black Christian school in Columbia, South Carolina. With the counsel of Dr. Alan Wieder at the University of South Carolina, I began to spend time at the school. Dr. Wieder interviewed the headmaster, Elder Ted Myers, and took photographs of the students, and we co-authored a paper on CCCA which was later published.[1] The original plan was to go further and study CCCA in a way similar to Alan Peshkin's classic ethnographic study, God's Choice: The Total World of a Fundamentalist Christian School.[2]

There was some doubt, however, that Elder Myers was enthusiastic about having such a study conducted on his campus. It also became apparent that there was no clear context in which to put CCCA and that there was need for a broader study of Black Christian schools. Questions needed to be answered. What are "Black Christian schools"? How can or should they be defined? How widespread are they? In what sense are they "Christian"? To what extent are they similar to or different from schools in the Christian day school movement? Are they, in fact, a part of that movement? How do they fit into the black independent school movement? What is the purpose and motivation of those who found and operate the schools? The need to answer these and other questions led to a decision to investigate Black Christian schools as a whole rather than to pursue an intensive study of Central Carolina Christian Academy.

As research progressed, it became apparent that there were considerably more schools like CCCA than had at first been suspected, and that the research approach had to be modified to fit the expanding data. Early plans for research visits to an estimated twenty schools across the country, for example, were altered when it became evident that there were more than twenty schools in Los Angeles

---

[1] Alan Wieder and Jack Layman, "Black Christian Schools in the United States: Central Carolina Christian Academy's Headmaster as a Case Study," Thresholds in Education, Vol. XIV, No. 4, (November 1988), 18-20.

[2] Alan Peshkin, God's Choice: The Total World of a Fundamentalist School (Chicago, Illinois: University of Chicago Press, 1986).

alone (where eventually thirty-two were visited). The scope of the study was then expanded to include locating and interviewing the leaders of a large sample of Black Christian schools from throughout the United States in order to be able to define and describe the movement adequately.

Chapter two recounts the search for Black Christian schools and the process of interviewing and information gathering. Scholarly literature in the field would normally provide a foundation for such a study, but literature on Black Christian schools was meager (consisting primarily of early findings from this research). It was clear that generative research was necessary in order to define, identify, locate, and describe black schools in the Christian day school tradition.

The third chapter, "Christian Schools and Race," assesses the Christian day school movement, particularly in regard to racial issues, and in the process defines terms such as "Christian," "fundamentalist" and "evangelical." A primary question dealt with in the chapter is how schools rooted in racial bigotry[3] could include a growing number of schools owned and operated by and for black Americans. Either the racist premise is faulty, the movement has changed dramatically since the 1960s and 70s, or Black Christian schools should not be identified with the Christian day schools.

Chapter four briefly traces the educational experience of black Americans from secret schools in the antebellum years to the contemporary black independent school movement. The emphasis of the survey is the value blacks have placed on education as evidenced by a determination to provide suitable schooling where none was available or where its quality was disappointing. Whatever else Black Christian schools may signify, their bold local initiative to provide schools for black children is built on historic precedent.

Chapters five and six address the central issue of the nature of Black Christian schools. Are they in fact akin to evangelical schools, a part of the Christian day school movement, or are they primarily ethnic schools with a Christian flavor, reflecting in their names and practices the broad influence of the black church? Four criteria are proposed to answer this question: are the schools primarily associated with theologically conservative churches, are they members of Christian school associations, do they use a strongly fundamentalist or evangelical Christian school curriculum and, most important, how do the schools define

---

[3]Paul Parsons, Inside America's Christian Schools (Macon, Georgia: Mercer University Press, 1987), has a chapter entitled "The Reality of Racist Roots."

themselves?

The first three criteria are considered in chapter five, the last and most important in chapter six. The schools speak for themselves, primarily through literature such as brochures and student-parent handbooks, in regard to their identity, purpose, goals and objectives, religious beliefs and educational philosophy. The repetitious nature of this material and, equally as important, what is not in the literature, provides evidence for a clear solidarity among the schools and for a singular grasp of who they are, what they believe and why they exist.

Chapters five and six are necessarily fragmented in their portrait of the schools. Specific issues, such as doctrinal beliefs and educational philosophy, are illustrated with material from dozens of schools in order to verify the degree and extent of particular convictions. Chapter seven tries to offset this fragmentation by providing an extended look at three of the schools, Central Carolina Christian Academy in Columbia, South Carolina, Tabernacle Christian Academy in Chicago, Illinois, and The Bethel Christian School in Baltimore, Maryland.

The importance of the Black Christian schools is pointed out in chapter eight. The schools are a significant part of a growing black independent school movement, primarily an urban neighborhood phenomenon, which reflects growing dissatisfaction with American society in general and public education in particular. They also give evidence to vigorous entrepreneurial energy within the black community and affirm that the black church is still able to adapt and expand its historically influential role in education.

Of particular interest is whether or not Black Christian schools are different in kind from those in the Christian day school movement. If so, then the term "Black Christian school" is probably a misnomer, and distinctions between the black schools and evangelical or fundamentalist schools need to be clarified. This study concludes, however, that the schools are essentially the same in kind and that the Black Christian schools are Christian day schools, even though to varying degrees they reflect ethnic distinctions.

This, in turn, suggests more consensus between black and white religious conservatives than may be popularly conceived. Rather than accenting racial division, this study reflects moral and religious solidarity. Black and white "Bible-believing" Christians, those who accept the Bible as the authoritative "Word of God" and "Jesus Christ as Lord," are remarkably one in seeking "Christ-centered" education for their children and in resisting truth and morality based upon contemporary sociological dogma.

Cover story:

The new exodus

Fed up with the dismal public school system, blacks are starting their own Christian academies

by JOE MAXWELL Atlanta

A navy Volvo waits in line behind a red Infiniti and a black Mercedes as parents drop their children off for another day at Old National Christian Academy on Atlanta's South Side. Children—130 of them in all—are greeted by their teachers, 17 black and 5 white. Some children arrived as early as 6:30 a.m., dropped off for morning day care by parents who work downtown.

The socio-economic range of the Old National children varies: ex-heavyweight champion Evander Holyfield sent his children here and has donated money, but the children's color (with the exception of 1 child of white teachers) is uniform: black. A lot about Old National is uniform, including the daily dress code. Male students wear navy slacks, yellow or blue button-downs and subdued blue- and green-plaid ties; ladies wear plaid pinafore skirts, yellow or blue blouses, all have red cardigans sporting the Old National insignia.

The dress code, like most everything else about Old National, is intended to install discipline and pride. But parents and teachers want students to draw something more from Old National: God. "The Christian environment is the number-one reason my children are here," says postal worker Larry Smith, 48. "If I can get them a good solid Christian foundation, I think everything else will fall into place."

BEST COPY AVAILABLE

Now there is black flight to private schools: *Students Ariana Clarke (left) and Kianna Johnson of Atlanta's Old National are typical of this new trend.* [LAURA NOEL]

Mr. Smith, dressed in a finely tailored, wide-lapelled suit, daily entrusts his twin 9-year-old daughters Larve and Larae to 22-year-old Katherine Louthan, a recent graduate of Columbia International University and a fireball in the classroom. As her 3rd-grade students sit attentively with picture Bibles on their desks, Ms. Louthan begins every day with a summer camp counselor's vigor and a preacher's homiletic verve.

"And what did Naaman say to Elisha when he told him to go wash in the Jordan?" Ms. Louthan asks during morning devotions.

A girl with white, plastic-rimmed glasses stands. "He said, 'I'll go wash in the waters of Syria—they got water cleaner than this!'"

"That's right," says Ms. Louthan, who explains that the Jordan's water was as dirty as the local Chattahoochee.

"Oooooh."

"Was there something special about that Jordan water?" she continues.

A girl with a purple ribbon in her hair stands. "Because God had a plan." A plan to heal Naaman's sickness if he'd have faith.

"And we all have a sickness we try to wash away sometimes, don't we? Who can tell me what that sickness is?"

"Chicken pox!" someone suggests. Giggles fill the air.

"No, not chicken pox," laughs Ms. Louthan. "It starts kind of small and everybody in the whole world has it and nothing in the world you can do can stop it at all. What is it? ... Michael Britz?"

The boy stands.

"Sin," he says with a confident smile.

"And what does God wash us in to cleanse us of our sins?"

"His blood," Michael says.

"Whose blood?"

"Jesus's blood when he died on the cross."

This is not the stuff of public schools. And it is exactly this sort of interaction that more and more black parents are seeking for their children. Increasing numbers of blacks are leaving public schools for what amounts to a black version of the prototypical white Christian day schools, some of which actually were begun in the 1960s at least in part to exclude blacks.

"There is a growing 'black Christian school' movement, although it is not an organized movement, and ... the black Christian schools are primarily Christian schools in the same sense as schools in the Christian day-school movement," confirms Columbia International University professor Jack Layman in his 1994 study, *Black Flight: The Emerging Black Christian Schools*. "The schools define and describe themselves theologically rather than in terms of ethnic identity or racial heritage. ... In practices and in theology black and white schools are much alike. ... This 'black flight' from urban public schools to urban private schools is not to avoid integration but is the result of black parents' dissatisfaction with public education and their determination to provide alternative education for their children."

Mr. Layman notes that "the situation is ironic. Nearly forty years ago, in *Brown v. the Board of Education*, the Supreme Court ruled that racial segregation in public schools was illegal. It took years of legislation ... and heroic efforts by blacks and whites to implement the court ruling. Now there is 'black flight' to private schools in general and to a growing number of black-initiated private schools. Even more ironic, large numbers of the black independent schools are Christian schools."

White Christians early this century were content to send their children to public

Promoting discipline, pride, and much more: *Old National Principal David Barber and students.* [LAURA NOEL]

schools. But with growing secularism, private Christian day schools proliferated nationwide by mid-century, and in the South especially during the desegregation movement of the 1960s. By the early 1960s there were 10,000 Christian day schools nationwide with a million students, according to James Carper in *The Christian Day School*.

Meanwhile, according to Mr. Layman, the reverse occurred among the black population. While 75 percent of blacks who wanted an education in the early part of this century attended private schools that they founded, by 1968 only 3.8 percent of black students attended private schools, as the vast majority applied for the government's public school integration efforts.

Yet today the tide seems to be reversing again. 9.3 percent of black children at kindergarten to fifth grades attend private schools, estimates the National Center for Educational Statistics. And in some cases, history has come full circle. One example is the all-black Saints Christian Academy in Lexington, Miss.

Saints Academy sits on 380 acres in the Faulknerian Southern town of Lexington, where two plaques on the nearby courthouse square commemorate war veterans and the founding of the nation's first Corn Club (4-H). But few in town a year ago could say who Charles Mason was (he died just last week), even though the black, Pentecostal holiness, Church of God in Christ (COGIC) denomination (6 million members) that Bishop Mason founded in 1907 in the basement of a Lexington cotton gin has gained international success. "I don't know who he is," confessed one friendly clerk at a local drugstore during a visit last year, "and I've lived here all my life."

Yet everyone around Lexington today knows about Saints Academy, which is about the only new, sparkling-clean thing in town. Founded in 1918 by Bishop Mason to educate local black children, the academy moved from a storefront to a COGIC church basement ("Bishop Mason said we were too cold," recalls local Marguerite Cooper Walton, 88, an early graduate) and finally bought an adjacent 40-acre cotton field, where it built a one-room schoolhouse that developed into a multi-building black boarding high school and college.

The school prospered for decades under strong management, but then desegregation came; on top of that, a fire gutted the dining hall in 1983, and funding disputes began to cripple the school. For a decade, the fenced-in Saints campus sat in dilapidated shape across the highway from an all-white golf course. But last year, under the leadership of COGIC presiding bishop Louis Henry Ford of Chicago, who was raised and schooled at Saints, the school re-opened and now has 13 teachers and 42 total staff with about 150 students, 26 of them boarders from 13 different states. Bishop Ford said the reason for re-opening Saints was clear: to help save America's black youth.

Lawrence Miller, 11, came to Saints last year from Bloomington, Ill. "Here I won't have to worry about other things when I go to school," the child said.

Dr. Goldie Wells, a fourth generation COGIC member from North Carolina, became Saints Academy president this year after 29 years in the North Carolina school system. Recalling her desire to teach morals in public schools, she says, "You can't teach them. For instance, you have to teach them all of the possibilities of dealing with an issue like homosexuality. They have to make the choice."

Not so at Saints. Ms. Wells says, "Here they

BEST COPY AVAILABLE

One such school, Mary A. Collins Preparatory School in Cincinnati, won the praise of George Mason University economics professor Walter Williams during a visit there. Founded out of Olivet Baptist Church in 1968, the school now has about 130 students, all black except two, according to Mr. Williams writing in Issues & Views. Tuition is $1,000 a year for one child; $4,000 for two. Williams says the Marva Collins school and others like it show that blacks have the resources available to found and run their own schools.

For people who say they care about the destruction of black kids, Sowell says, government schools. I want them to answer some questions for me. What kind of racism and poverty stops us from having a raffle if needed to start a school? Do we really have to wait about racial integration before there can be

To save America's black youth: *COGIC Bishop Louis Henry Ford, pictured in September 1993, helps 5-year-old LaKenya Jenkins with the alphabet at Saints Academy and College in Lexington, Miss.* ROCCO MAZZI

black educational excellence? How many more generations of black children's education are we going to allow to be destroyed as they are held hostage by an incompetent, costly, self-serving government education establishment?"

This entrepreneurial and self-help spirit, which seems to be re-awakening throughout the black community in general, is at the heart of the success of most black academies. And in most cases, a common concern is often that public schools are sedating rather than educating black children, that's one of the reasons Vernon Robinson, a black Air Force Academy graduate and a part-time college teacher who now is president of the North Carolina Education Reform Foundation, has authored a paper titled "Ten Reasons why the Black Church Should Get into the School Business." (See sidebar.)

Indeed, many of the schools now founded by entrepreneurial black pastors are explicit in their concern about the humanistic roots of public school education. The mission statement of Grace Christian School, just 30 minutes south of Lexington's Saints Academy in Jackson, Miss., notes that "a destructive philosophy has invaded the public school system in America. Known as secular humanism, this philosophy teaches that there is no God, no absolutes, and no need for authority. . . . At Grace Christian School we believe that 'fear of God is the beginning of knowledge.'"

As such schools make their claim for the minds and souls of young blacks, it shouldn't be surprising that the federal government will draw out its tentacles when it can and call them into the new black academic machinery. A case in point is another historic black academy with Christian leanings just south of Jackson—Piney Woods Country Life School, a black boarding school with 400 students founded in 1909. The Mississippi Department of Education ruled last year that the school discriminated against pregnant students—a violation of the federal sex equity law—because administrators expelled a pregnant student for violating its sexual code.

Schools like Piney Woods may provide the best future for black education. There are now hundreds of them around the country, most founded out of the passion of black pastors that wanted more than just academics. They instill strong discipline. But first and foremost, they are based in biblical absolutes. Their week is rich in readings about God and the universe and principles. Along the way, they also begin to instill a healthy overdose of black heritage in many of the children. Yet it is the place of the Bible, among those parents, teachers and administrators interviewed, that is the most striking. When 42 year-old [illegible] was asked what's behind the success of her school, which is almost entirely black, is typical. "Our number one thing is that we are raising children to be Christians. God sees no color."

Many black Christian schools naturally incorporate black history into their curriculum or play and art time. At Old National and Saints, posters of black heroes can be seen on the walls of classrooms. Yet, notes Mr. Layman, these emerging schools almost all use one of three Christian school curriculums, all of which are primarily Anglo in emphasis and representation, but very strong on Bible and disciplined instruction. These schools "give their loyalty to Christ and the Bible and second to their African heritage," says Mr. Layman.

Unlike Grace Christian School or Saints Academy, Old National wasn't founded explicitly as a black Christian Academy. Instead, it was founded in 1973 as a ministry of Atlanta Baptist Church, slowly the Old National neighborhood transitioned from a white to black middle class area, and the school's racial mix reflected that. In 1987, the last white except for teachers' children) attended the school, soon Atlanta Baptist relocated. A new black Baptist church, Lovemak, partnered with Old National principal David Barber, a white man, and a new mostly black school board, to save the school.

"We never really set out to be a black Christian school," Mr. Barber said, "but this is where God put us 21 years ago and we saw that these families are as interested in Christian education as any. We just see the Lord as letting things change and we are changing with it. Our commitment has always been to have a Christian school. We don't emphasize a lot that it is a black Christian school. The students are the same and the goals are the same as far as getting them established spiritually."

And in many ways, Old National's transition from a white to black Christian academy may be metaphorical of the larger shift in black sentiment from public to private school education. It is occurring slowly but surely. For the black parents sending their children to black Christian academies, the reason for change is very clear.

Back in Ms. Louthan's 3rd-grade Old National class, a girl is raising her hand. "When Noah built the ark, God said it wouldn't flood anymore. So why are there floods now?" the girl asks with childish, yet brilliant honesty. After all, her state was besieged with flooding not long ago.

"Good question," answers Ms. Louthan.

What is the reason black parents are turning to Christian schools to educate their children? It comes simply in the fact that, on this spring day at Old National Christian Academy, Ms. Louthan is asking her class to turn to Genesis 8, where she is about to give this young girl an honest, biblical answer. ☐

BEST COPY AVAILABLE

Ten reasons the black church should go into the school business

by VERNON ROBINSON

1 **The historic role of the black church.** Freedom Schools were set up by the black church to educate a largely illiterate slave population after the first period of American slavery. The church now must respond to the second period of American slavery, a slavery of welfare dependency, by the creation of new Freedom Schools.

(2) **The collapse of public education.** While public schools were created in the 1800s to educate poor and immigrant children to become productive individuals in the industrial age, contemporary schools make only excuses for not educating the poor. The outcomes of many of these schools amount to a pre-pregnancy, pre-prison, pre-welfare and pre-drug-dealing program. Without a sound education, young black men and women will find themselves in a new dark age of low-paid low-wage jobs, if such jobs can be found at all. The entry of the black church into the school business would give immediate relief to hundreds of kids as well as putting pressure on public schools to actually educate the children in their classrooms.

(3) **Availability of unused classroom space.** Many churches run schools on Sunday, tutorial lessons during week nights, and Saturday enrichment programs. These classrooms are generally empty on weekdays.

(4) **The vast teaching and administrative talent** available in most congregations. Black churches are the repository of vast active and retired human capital in the education field. Further, schools run by the church would not have ridiculous certification rules which keep black professionals and other talented individuals without teaching degrees out of the classroom.

(5) **The location of the school** at the site of the need. In many towns and cities around the country, public schools in the black community have either been closed or are so dangerous to the students' physical and intellectual survival that they should be closed. Located down the block or around the corner are numerous churches that could run schools.

(6) **The church as the institution** of second resort. Poor people turn to family and friends first and the church second in times of challenge. Social service and education professionals from the government are ninth on the list. We have created government programs centered on the least likely source of help to be consulted. The return of black churches into the school business and allocating education money to the school chosen by the family once again puts the resources in the hands of the two institutions most able to help lower-income children.

(7) **The church as the storehouse of** wealth. The black church is the only independent institution in our community also the only institution with the financial wherewithal to massively move into primary and secondary education.

(8) **The opportunity to affiliate** with churches and/or fraternities and sororities. Networks of churches via telecommunications can provide an effective conduit for bringing critical human and other instructional resources.

(9) **The ability to meet the spiritual need.** Many disadvantaged youths from broken homes need an alternative to drugs and guns in which to believe. All children need a spiritual grounding in what is right and wrong. Removing those values from schools and then expecting young men and women to conduct themselves as Christians has never happened and will never happen.

(10) **The political power of the church** to broker the tuition grants necessary for educating those who could not afford full tuition rates. While the black church can open schools, defraying the total cost of large numbers of children whose parents cannot pay the tuition is not likely. If the black church decided that tuition grants from the state must be passed . . . there is no power on earth that could prevent such legislation from passing.

Mr. Robinson *is president of the North Carolina Education Reform Foundation.*

are going to get the Bible. They are going to get prayer. The children that live in dorms are going to get prayer in the morning and at night."

And they are getting sound academic instruction too. As at Old National, where students regularly test above the national average on the Stanford Achievement Test, students at Saints wear blue uniforms with white button downs and blouses. Robert Horton, a 28-year old black man with a masters degree who aspires to attend medical school, now teaches science classes at Saints. His room is filled with a chart of the Periodic Table of Elements, scale models of the human body, maps, and other instructional paraphernalia. He heard about Saints from some friends.

"The students are well behaved. They don't have to worry about the different violence going on in public schools. They don't have to go to school worried about getting beat up. All those things are eliminated here. And with the Christian background, I feel it has an impact on the way they act. It sets a tone."

Students like Corleone Pate, 13, from Lexington, seem to thrive in the nurturing environment. He sits in the front of the class, voluntarily wearing a tie (his own extension of the dress code). He thrusts his hand in the air to answer every question Mr. Horton asks concerning the difference between seas and oceans.

"We have more stuff here [at Saints] and we get to go on better field trips and stuff," Corleone says, as he explains his preference for Saints over public schools.

In fact, the COGIC is pumping $1.4 million a year into Saints now, in addition to the average tuition of $2,800 paid by most parents. Some federal aid is accepted, but the school's primary funding is private. The denomination built an impressive multi-purpose meeting building on a hill on the back of campus, with three sets of steps leading past two outdoor fountains and pools that double as baptismals. It is considered the finest black-owned church meeting facility in the state.

Beneath it on most sunny days, girls and boys can be seen playing on the blacktop under telescopic basketball goals, their shirttails untucked and theirs tongues stuck out in Michael Jordan fashion.

White denomination-run black Christian schools aren't unusual these days (Mr. Layman estimates the COGIC alone has at least 25), most black Christian academies today are founded by individual churches to offer local children sound, biblically based education. Often parents and locals are called on to give sacrificially of time and money to make the schools possible, something their ancestors two generations ago during Jim Crow days were used to doing.

BEST COPY AVAILABLE

Special Reprint

POLICY REVIEW

THE JOURNAL OF AMERICAN CITIZENSHIP

No Excuses

Houston Educator Thaddeus Lott puts failing schools to shame

By Tyce Palmaffy

January/February 1998

The Heritage Foundation

THE JOURNAL OF AMERICAN CITIZENSHIP

POLICY REVIEW

January • February 1998 Number 87

Editor Adam Meyerson
Deputy Editor Joe Loconte
Managing Editor D.W. Miller
Senior Editor Elaine Chao
Assistant Editor Tyce Palmaffy
Editorial Assistant Nneka I. Ofufue
Contributing Editors John Hood
Matthew Spalding

Publisher Edwin J. Feulner Jr.
Marketing Director Mary Caroline Riner
Business Manager Leslie Gardner

Policy Review (ISSN 0146-5945) is published bimonthly by The Heritage Foundation, 214 Massachusetts Avenue, N.E., Washington, D.C. 20002. Periodicals postage paid at Washington, D.C., and additional mailing offices. The opinions expressed in *Policy Review* do not necessarily reflect the views of The Heritage Foundation.

EDITORIAL AND BUSINESS OFFICES. Address letters to *Policy Review*, The Heritage Foundation, 214 Massachusetts Avenue, N.E., Washington, D.C. 20002-4999. Telephone: 202-546-4400. Fax: 202-608-6196. E-mail: polrev@heritage.org. Internet site: http://www.policyreview.com. Direct advertising inquiries to the Marketing Director; direct reprint permission requests to the Business Manager. Reproduction of editorial or graphic content without permission is prohibited.

SUBSCRIPTION INFORMATION. Contact *Policy Review*, Subscriptions Dept., P.O. Box 638, Mt. Morris, IL 61054, or call toll-free 1-800-304-0056. Foreign subscribers call 815-734-5805. For address changes (allow six weeks), provide old and new address, including ZIP codes. POSTMASTER: Send address changes to *Policy Review*, Subscriptions Dept., P.O. Box 638, Mt. Morris, IL 61054. Subscription rates: one year, $27; two years, $54; three years, $81. Add $10 per year for foreign delivery. U.S.A. newsstand distribution by Eastern News, Inc., One Media Way, 12406 Rt. 250, Milan, Ohio 44846-9705. For newsstand inquiries, call 1-800-221-3148. Copyright © 1998 The Heritage Foundation. Printed in the United States of America.

Statement of Purpose

Our mission is to revive the spirit of American citizenship by recovering the core political principles of our Founding Fathers and by articulating and advancing the conservative vision of civil society.

Policy Review: The Journal of American Citizenship illuminates the families, communities, voluntary associations, churches and other religious organizations, business enterprises, public and private schools, and local governments that are solving problems more effectively than large, centralized, bureaucratic government. Our goal is to stimulate the citizenship movement—chronicling its success stories, exposing its obstacles and opportunities, and debating the policies that will best invigorate civil society.

American citizenship combines freedom with responsibility. These are the two great themes of modern conservatism, and they build on the best of the American tradition. Americans come from all races, all nationalities, all religions. Americans are united in citizenship not by common ancestry but by a common commitment to the political principles of the United States: the Constitution, the rule of law, the rights to life, liberty, and the pursuit of happiness.

Americans are united, too, by the common duties of citizenship: the obligation to protect our country from foreign enemies, to take care of our own families, to participate actively in civic life, to help our neighbors and communities when they are needy, and, in turn, not to take advantage of others' generosity when we can take care of ourselves.

Policy Review: The Journal of American Citizenship is published by The Heritage Foundation, a research and educational institute that formulates and promotes conservative public policies based on the principles of free enterprise, limited government, individual freedom, traditional American values, and a strong national defense.

"All great change in America begins at the dinner table."
—Ronald Reagan
Farewell Address from the White House

BEST COPY AVAILABLE

No Excuses

Houston educator Thaddeus Lott puts failing schools to shame

By Tyce Palmaffy

Gayle Fallon wanted to give her 10-year-old godson a measure of stability in life. With a father who had compiled a long record of felony convictions and a mother imprisoned for shoplifting after two prior convictions for drug possession, the boy had shuffled in and out of foster care since birth. To worsen matters, he was languishing in the chaotic environment of a dismal urban school. Fallon, the president of the Houston Federation of Teachers, knew that without a decent education, her godson might stumble along the same destructive path his parents had followed. So in 1994 she secured him a spot at Mabel B. Wesley Elementary, an innovative public charter school on the outskirts of Houston.

"I love that program," Fallon says. "I wouldn't invest my godson in it if I didn't."

Fallon's praise evokes a sun-dappled public school set against a leafy suburban backdrop. And so would Wesley's manicured lawn, pristine brick facade, and buffed floors—if you ignored the barbed-wire fencing and boarded-up houses encircling the school. In fact, Wesley Elementary serves the violent, drug-infested Acres Homes section of Houston. All of its students qualify for federal Title I education funds earmarked for disadvantaged children, and its student body is 99 percent minority: 93 percent black, 6 percent Hispanic. The lives of many closely mirror that of Fallon's godson.

We have come to expect mediocrity from schools whose students are saddled with such tragic circumstances. But since Thaddeus Lott became its principal in 1975, Wesley has graduated thousands of children whose reading and math scores rival those of their suburban peers. Before Lott introduced his educational philosophy, only 18 percent of Wesley's third-graders were scoring at or above grade level in reading comprehension on the Iowa Test of Basic Skills. By 1980, 85 percent were achieving at or above grade level. In 1996, 100 percent of Wesley's third-graders passed the Texas Assessment of Academic Skills (TAAS) in reading. Statewide, fewer than 70 percent of third-graders in schools with similar demographics passed.

To achieve this astounding turnaround, Lott eschewed popular nostrums—computers, school-to-work initiatives, parental involvement—for the basics: a proven curriculum, rigorous teacher training, strict discipline, high expectations of teachers and students, and a fervent belief that any child can learn.

"It's a myth," says Lott, "that if you're born in a poor community and your skin is a certain color that you can't achieve on a higher level."

BEST COPY AVAILABLE

Having succeeded at Wesley, Lott wanted to replicate his beliefs at other troubled schools. In this desire the community saw an opportunity to have even Acres Homes child schooled by Lott. So its residents petitioned the Houston school board to allow Lott to manage Wesley and three neighboring schools as a separate district of charter schools. The contract was signed in spring 1995, making Lott's district the first charter-school arrangement of its kind in Texas, predating even the state law encouraging communities to establish charter schools. The charter's goal: To have 70 percent of all children who have spent three years in the charter system scoring at or above grade level.

The charter gives Lott total freedom to train staff, develop a curriculum, and make hiring, firing, and promotion decisions at the four schools. The charter "allows us to feel like we're not committing a crime by doing things differently," says Lott. "It does not release us from accountability, though. We have a three-year contract, and the community expects results." As the equivalent of a district superintendent, Lott reports directly to the superintendent of Houston schools, enabling him to sidestep several layers of bureaucracy.

Only $2,500 Per Child

It is 8 A.M. at Wesley, and Mary O'Connor's third-graders are in a hurry. They are leaving on a field trip at 9, and there's plenty of learning to do before then. Not a moment is wasted as they correct their math homework, recite vocabulary lists, and read from a novel, Laura Ingalls Wilder's *Little House on the Prairie*. By 9 A.M., they have accomplished more than many classes do all morning.

This is the typical classroom at Wesley. The pace is quick, the goals are set high, and no disruptions are tolerated. "We have a lot of ground to cover," says Lott. "The success of these kids depends on the percentage of time they are on task. We can't let one or two students disrupt the educational experience." The first lesson Wesley kids learn is how to walk through the halls quietly, single-file, with hands folded. Fighting is forbidden.

The pace is rooted in the curriculum. Upon entering Wesley as principal, Lott purchased the Direct Instructional System for Teaching and Remediation (DISTAR), a program developed at the University of Illinois during the 1960s. Known now as Reading Mastery and Connecting Math Concepts, it is based on the direct-instruction model of teaching, in which students and teachers engage in a lively, interactive regimen of structured drills and sequential lessons, each building on the last. DISTAR's phonics-based reading lessons are literally scripted for the teacher, who is required to ask 200-300 questions per day, often in rapid-fire sequence. The children's high-decibel choral responses may sound like a high-school cheerleading squad hopped up on No-Doz, but they are learning the relationships between the sounds and the letters that constitute the English language. And there's no quibbling with the results at Wesley.

During Lyndon Johnson's "War on Poverty," the federal government began Project Follow Through, which spent $500 million and many years investigating the most effective pedagogy for disadvantaged students. It concluded that direct instruction was the only method that even came close to elevating poor readers to the 50th percentile in achievement. It bid-centered approaches that diminish the teacher's role in the classroom and reject the teaching of basic skills finished in the cellar. Ironically, researchers also found that direct instruction elevated students' self-esteem far more than the child-centered methods that ascribe a central role to high self-esteem and maintain that self-esteem suffers in heavily controlled, teacher-directed environments. Disadvantaged students succeed more often with direct instruction, however, and Lott knows that achievement builds self-esteem, not the other way around.

Direct instruction works so well that Lott steers just 5 percent of Wesley students into special-education classes. By comparison, 10 percent of all Houston schoolchildren are labeled special ed.

Houston schools can mask poor achievement by inflating their special-ed ranks because special-education children do not count toward a school's average TAAS scores. Lott refuses to engage in such subterfuge. By exempting only 5 percent of its students for special ed, Wesley's TAAS scores represent more than 90 percent of the student body (a small percentage of Hispanic children are exempted for taking the test in Spanish). Only five of 242 other Houston schools test more children; most test well below 70 percent.

"Other principals hire remedial teachers," says Phyllis Hunter, manager of reading instruction for the Houston school district. "Thaddeus hires teachers who keep kids out of remedial classes." In fact, Wesley retains just one special-ed teacher, which helps to trim its costs to an average of $2,500 per child—nearly $1,000 less than the district average. "We've always done more with less," boasts Lott.

Lott held to his faith in basic skills while his counterparts swooned over the now-discredited "whole-language" theory of reading, which disavows explicit phonics instruction and views teachers more as "learning facilitators" than instructors. "People started teaching without ever giving kids any decoding skills," Lott says. "They gave them a bunch of books and said, 'Read.' That was the fallacy of the whole-language bandwagon."

So many educators jumped on this bandwagon that Lott, in the pre-charter era, had to run candy sales and forgo technology upgrades to purchase DISTAR because it was not on the state's list of ap-

BEST COPY AVAILABLE

proved curricula. Now the charter allows him to spend his precious curriculum dollars on whichever program he deems best.

Holding Teachers Accountable

In fact, Lott defies convention at every turn. Tracking—the practice of grouping students by skill level—has been accused of pigeonholing students into rigid categories. The first action Lott took as principal was to test his students, rank them by instructional level, and place the top 22 students in one class, the next 22 in another, and so on. The students in each class comprise, at most, three skill levels, making it easier for teachers to tailor their lesson plans to the individual needs of their students.

"If you don't teach a child on his instructional level," Lott says, "you will teach him at his frustration level. A child's self-esteem and success at learning are determined by his having an opportunity to be taught at the rate and level that he is capable of being taught."

Moreover, few school districts rate teachers based on performance, yet Lott demands accountability. Early in his career he began testing children at the beginning and end of each school year. By breaking the scores down by classroom, he knows which teachers are succeeding. His personnel decisions and merit bonuses are based on the results. Often he will even post the average student scores achieved by each teacher. "Now that's peer pressure," says Karen Anastasio, a reading specialist at Wesley.

Teachers are also subject to unscheduled visits from Lott and current Wesley principal Suzie Rimes, who checks on each classroom at least once a day. On one of the days I spent at Wesley, Rimes found a teacher who had not checked her students' homework. "She's got a short-lived existence here," Rimes said. "If she can find a place to pay her to do what *she* wants to do, more power to her." New teachers, in particular, can expect to be observed two to three times a day.

"New teachers don't come equipped to teach" upon graduation from education schools, says Lott. "So we have a lot of training focused on teaching teachers how to teach. They get so little field practice in college."

Underlying these policies is Lott's conviction that if a child does not learn, it is the teacher's fault. "I'm in the education business," says Osborne Elementary principal Ann Davis, another of the Lott disciples in charge of the four charter schools under his management. "If I'm not doing my job, I need to be put out of business."

These lofty expectations would merely provoke resentment among teachers if Lott did not equip them with proven strategies. New teachers attend several days of training before school begins, and Lott will release them from classes for a week to observe an experienced teacher if they need to. "Teachers need to be trained," Lott insists. "They need to know that they are supported." The school year is replete with opportunities for further training and time to share strategies with colleagues. "You can't as a teacher fail at Wesley unless you don't want to do the program," says Gayle Fallon, the head of the teachers' union.

Poverty does not hold back students at Wesley Elementary: More than 90 percent pass Texas state reading tests.

But Fallon warns prospective teachers that if they want to interpret their contracts literally, Wesley is not the place for them. "I tell them, 'You're going to work through lunch, past 5 P.M., and on Saturdays. But you're also going to get disciplinary support, the materials you need, and all the training you require.'" Fallon says. Wesley typically loses four to six teachers at the beginning of each year because they dislike the program or fail to meet Lott's standards of competence.

The workload is heavy because students must be graded in five subjects each day. And a linchpin of direct instruction is that students are tested

BEST COPY AVAIL

often to ensure they have mastered the material before moving on. These measures enable teachers to give students feedback on their mistakes. It's no use, Lott says, to have kids practicing bad habits. Or to have them turning the page without having learned the previous lesson. But it also makes the job of teaching that much harder.

The demanding hours and pressure to perform take their toll. The majority of Wesley teachers have fewer than five years of teaching experience, while the average Houston teacher has spent 12 years in the same school. According to Lott, the problem is competition. "We're surrounded by plenty of less rigorous schools that love to take the teachers we've already trained." Several observers say this is integral to Lott's success. He trains young teachers his way before they become entrenched in another philosophy.

Franchising Success

In terms of education policy, the key question is: Can the Wesley way become a model for widespread education reform? Can Lott succeed without devoting the amount of time to each of his four charter schools that he has always given to Wesley? Which is indispensable, the visionary leader or the approach he has championed?

It's too early to render a verdict on the charter experiment, but the initial signs are promising. Lott's first step at Highland Heights was to replace the principal (a power the charter gives him) with Sandra Cornelius, a former Wesley assistant principal. "The last principal was a joke," says Lott. "The place was a mess, and she wouldn't even show up on time." Cornelius shares his philosophy, and she began by beautifying the school, imposing a sense of order, and adopting the direct-instruction programs.

The results have been remarkable. In 1994-95, the year before Lott assumed responsibility for Highland Heights (where 94 percent of students receive free or reduced-price lunches), 37 percent of its fourth graders had passed the TAAS in reading. Last spring, a whopping 100 percent passed. In math, 94 percent of the school's fourth graders passed the TAAS this year. Two years ago, the passage rate was 50 percent among fourth graders.

Osborne Elementary, the third elementary school now under Lott's management, has been improving steadily ever since Davis was hired as principal in 1993, several years before Lott took over. Fewer than 40 percent of its students had passed the TAAS in reading and math in 1993. Nowadays, more than 80 percent pass. Instead of DISTAR, Davis has chosen to use Success For All, a teaching model developed at Johns Hopkins University that incorporates direct-instruction techniques. Lott, for the most part, has left well enough alone: "All of [the principals] are free to do their own thing as long as they get results," Lott says.

Lott's most daunting challenge is to revamp M.C. Williams, the lone middle school (grades six through eight) in his care. He spent the first year of the charter battling the old principal, who disagreed with Lott philosophically and has since been replaced. This year the school has a new principal and a new look. Formerly dark hallways now have fluorescent lighting, a once perpetually dirty floor is swept and waxed daily, graffiti is cleaned up immediately, and new principal Ros Morgan himself donned an old sweatshirt one Saturday and painted the front doors bright blue.

Morgan is a constant presence in the hallways and classrooms, and teachers are assigned posts at high-traffic areas during breaks. Their mission: Maintain order. "The teachers and administrators have finally gotten control," says assistant principal Sylvia Jones. These initial renovations are revealing, for they reflect Lott's priorities. Before attending to academics, Lott says, you must create an environment for learning. That means a clean school with cheery colors, a staff of professionals who treat students with respect, and students who understand what type of behavior is expected of them.

Three years ago, before Lott took over Highland Heights, 37 percent of fourth-graders passed the reading test. Last year, 100 percent passed.

Test scores, however, have only seen minor improvements. Besides the turnover in leadership and the wasted year with an ineffective principal, Williams suffers from a more serious problem: Cherry-picking. Wesley graduates are technically zoned to attend Williams, but few actually enter. Most are accepted by magnet schools throughout Houston or wooed by private schools seeking high-achieving minority students. So Williams is left with hundreds of graduates of other local elementary schools starting well below grade level.

Lott's solution is to bring textbooks from Wesley into the middle school. "These kids don't know how to decode a word," he says. "Now we're having to do what the elementary schools didn't do." The charter arrangement exempts Williams from regulations forbidding the use of below-level textbooks.

A Failure To Replicate

Lott's devotion springs from his deep roots in the community. His boyhood home stands just five blocks from Wesley, and as a child he attended Highland Heights. Back then Acres Homes was largely rural; his parents raised livestock and pumped water from a well. It was a different kind of community, too. "There were more families and they looked out for each other's children," Lott

BEST COPY AVAILABLE

laments. "My neighbor was as much a guardian as my parents. Now we have drugs, violence, babies having babies—the whole nine yards."

Soon after graduating from Texas Southern University and becoming an educator, Lott and his wife built a home near Wesley. "I wanted my children to know their heritage," Lott says. "I wanted them to sit in their grandmother's rocking chair."

Even though Lott was told that he would never recoup the house's full value, it was important to him that Acres Homes kids hold high aspirations. "Children would pass the house and admire it," Lott says, "and say, 'You can come from Acres Homes and make a difference in the world.'"

But living in Acres Homes meant his children had to attend Wesley. Finding the education lacking, he sent them to private school and vowed to take the job as principal at Wesley if it ever opened. "I knew what it was like to be a parent looking for a school that taught my kids as well as I was taught," Lott says. "For them to do less is criminal."

Opportunity knocked in 1975, and the swift and dramatic improvements at Wesley soon attracted notice. In 1980, the school district conducted a study of Wesley and 10 other schools with similar demographics. It attributed the sudden uptick in Wesley's scores to the use of DISTAR.

With these results in hand and a supportive superintendent, more than 300 Texas schools adopted DISTAR in the early 1980s. But since DISTAR had still not been approved by the state education board, public schools had to divert discretionary funds away from other endeavors to afford the program. When classroom computers became the latest rage, these schools largely abandoned DISTAR to purchase computer hardware.

The next superintendent, Joan Raymond, was an ardent whole-language acolyte. Lott's philosophy was anathema to her, and, according to Gayle Fallon, his success prompted many Houston school district administrators to question the validity of Wesley's scores. "They assumed that if minority kids were doing well on tests, they had to be

Texas educators praise Lott but resist the methods that explain his success.

cheating," Lott says. The district sent a pair of investigators into the school to look for evidence of foul play, but they came away empty-handed.

The baseless charges provoked an indignant backlash. "[Raymond] got to meet the entire Acres Homes community at the next school board meeting," says Fallon, smiling. The pivotal moment came when ABC's *PrimeTime Live* broadcast scenes of Lott's children reading two and three years above grade level. Raymond squirmed as reporter Chris Wallace questioned the district's lack of support for Lott and her own prejudices. It had all the elements of a juicy story—a crusading hero, an intransigent bureaucracy, and children's education in the balance—and ABC ran it twice. Ultimately, it gave Lott an aura of invincibility and forced Raymond out of office.

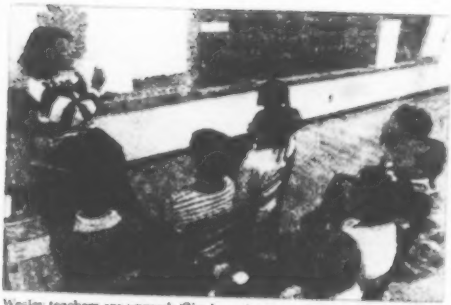
It also brought a wave of requests from parents throughout the city desperate to enroll their children at Wesley. Some resorted to lying about where their children lived, providing the address of a vacant lot or of a relative within Lott's district. While most schools take pains to expose such fraud, Lott does not. If they want to come and don't cause any trouble, he is glad to educate them.

Now Lott has a supportive superintendent in Rod Paige (the two are good friends) along with an adoring community and a national reputation. When Paige impaneled a blue-ribbon commission to settle the reading-instruction debate in Houston, Lott was one of the experts called to serve. The charter-school arrangement sprung from Paige's desire to "create an environment in which a renegade principal like Lott could flourish," he says. Observers visit Wesley from across the country. And despite the pressures Lott places on his teachers, even the national office of the American Federation of Teachers (AFT) has published approving stories on direct instruction and Wesley in its journal *American Teacher*.

The most important lessons, however, have yet to be learned. Lott's direct-instruction programs are still not a part of Texas's approved curriculum; schools that want to use the programs must either gain charter status or use precious discretionary funds to buy the textbooks. The Houston Livestock Show and Rodeo is contributing $4.4 million over the next three years to bring Reading Mastery (formerly DISTAR) into six low-performing Houston schools, but the school district has made little effort to find out what makes Lott's program work and encourage other schools to follow it.

The resistance to adopting direct instruction is an apt metaphor for the problems and promise of our decentralized system of public education. Current thought in education circles emphasizes "child-centered" classrooms and collaborative learning groups, values the learning "process" over correct answers, and disavows the teaching of basic skills in math and reading (although phonics has experienced a resurgence as of late). These trends place control over curriculum content largely in teachers' hands.

Direct-instruction programs do the opposite. Their scripted lessons leave the teacher with little freedom, although Wesley teachers say that having ready-made lesson plans leaves them more time to develop creative supplements. In direct instruction, the teacher runs the classroom and the stu-



Wesley teachers are warned: "You're going to work through lunch, past 5 P.M., and on Saturdays. But you're also going to get disciplinary support, the materials you need, and all the training you require."

dents focus initially on acquiring basic skills; the primary goal is measurable student achievement. How much a teacher likes the program is of little concern. Most teachers blanch at having their instructional methods dictated so heavily by the curriculum.

Moreover, longstanding traditions of local control in education prevent any superintendent from imposing a curriculum like direct instruction on an entire district. Although that means not everyone will adopt misguided reforms (as happened in California when the state education board manifested whole language statewide and repealed it several years later after a fierce public outcry), it also means not everyone will adopt the right ones. Lott has the pleasure of managing only four schools whose principals were either trained by him or believe in his approach. Imagine attempting to impose a curriculum on 242 Houston principals and their staff, all of whom possess their own educational philosophies.

The failure to replicate Lott's program reveals another vexing matter in education: Hero worship. Whether it's Thaddeus Lott, Joe Clark of New Jersey, or Jaime Escalante of California, the latter two made famous by popular Hollywood films, when we elevate educators to the height of myth we place their achievements seemingly beyond reach. For example, when asked why the school district had not tried to replicate direct instruction in other schools, Paige answered, "The error in your premise is that it's the methodology that makes [Lott] succeed. If I had to choose any single foundation of his success, it is his intense desire to cause children to learn."

Yet Thaddeus Lott spends most of his day in meetings. Although he should be applauded for ensuring that teachers have a well-designed curriculum and the training they need, they ultimately bear the responsibility for whether the children learn. "That's what bothers me," Lott says, "the people who say you need to have a Thaddeus Lott to change things. No, you don't."

To prove that there's nothing unique about direct instruction, Paige's office provided TAAS scores from 22 Houston schools with demographics and achievement levels comparable to Wesley's, only a few of which use direct instruction. The office neglected to supply—until asked—a list including the percentage of children in each school who actually took the test.

Of the 22 schools, only two tested more than 70 percent of their kids—and one of the two was Highland Heights, which uses direct instruction. Ten of the 22 actually tested less than 50 *percent* of their students. No schools had tested more than 80 percent of their students, while Wesley tested 93 percent. Lott does not need to hide low-performing students to prove that direct instruction works.

To be sure, Houston has made great strides in the area of reading—the blue-ribbon committee overhauled the district's curriculum to include a focus on early systematic phonics, and TAAS passage rates are way up under Paige's watch. The school district's accountability system, in which each school is given a grade for its TAAS passage rate, has forced principals to show marked improvement or risk losing their jobs. But schools are also exempting more and more of their students from the TAAS by labeling them special education or giving them the test in Spanish.

The district's policy of benign neglect toward a man like Thaddeus Lott may allow him to "flourish," in Paige's words, but education reform demands replicable models for improving entire districts, not just a tiny subset of schools. Lott's success with direct instruction, and even Davis's record with Success For All, suggest effective reforms. "Direct instruction will certainly give us a lot more success than we have right now," says Lovely Billups, the director of field services for educational issues at the AFT.

It's a measure of how low our expectations in education have sunk when a sense of mystique surrounds a man who brought in common-sense reforms such as choosing a research-based curriculum, measuring teacher performance, conducting an on-going effort to train those teachers, and expecting children to master subjects before moving on. Should we really expect anything less?

Tyce Palmaffy is the assistant editor of Policy Review: The Journal of American Citizenship.

BEST COPY AVAILABLE

Vera M. White

Principal, Thomas Jefferson Junior High School located in Washington, D.C.

Growing up in Louisiana, Vera White watched as her father, who was an A.M.E. minister, help others build up their self-confidence, letting then know he cared. This early upbringing she says, instilled in her the importance of an education and helping others achieve.

She earned a bachelor's degree at Southern university, Baton Rouge, Louisiana, and a master's degree at George Washington University, Washington, D.C. She has done further study at the University of Massachusetts, Michigan State University, Harvard University, and the University of Maryland. She also has been involved in many professional leadership activities locally, nationally, and abroad.

For nineteen years she has been the principal of Jefferson Junior High School, where the students, parents, community members and teachers are a thinking and hardworking group of people with many talents! Prior to becoming principal, she served as the assistant principal of Jefferson for five years. As an assistant principal, she incorporated innovative educational programs into the curriculum such as: The Intensive Junior High School Instruction Plan, a program designed "to teach the so-called unteachable." The program provided comprehensive courses in reading and mathematics each day along with a test-taking program. The program proved to be successful and became a model for a plan to improve all junior high schools in the District.

After becoming principal, she involved the U. S. Department of Housing and Urban Development in an educational partnership to provide mentors, tutors and friends for Jefferson students. The U. S. Department of the Navy, The Washington Urban League, Potomac Chapter of Links, Best Friends, METCON, C & P Telephone, The U. S. Trade Commission, Environmental Protection Agency, Thomas Jefferson Senior High School in Virginia, Westminster Presbyterian Church, SECME, Southeastern University, NASA, and other local universities provide mentoring and other opportunities for students. In 1989, Jefferson received a grant of 1.1 million dollars from COMSAT to create the first School of Distinction in Mathematics and Science in the District of Columbia. Along with this award came mentors and numerous opportunities to enrich the lives of teachers, students, and parents.

The school which serves approximately eight hundred inner city students from diverse backgrounds is located in Southwest, Washington, D.C. All students proudly wear the maroon and gold uniforms of Jefferson. There is a waiting list of over 500 students trying to enroll at Jefferson each year. It is surrounded by national museums and monuments, the waterfront and numerous federal office buildings, all of which are significantly used to enhance instruction.

Observers have noted many strengths at Jefferson but most have been particularly impressed by the motivation created there for young adolescent students to achieve. Much of this is attributed to the many opportunities provided for the students inclusive of

two periods of mathematics and two periods of reading. Mrs. White feels that along with the new technology, mentors, tutors, the introduction of a strong character education program, mediation program, and the required community service program for all 9th grade students; the most important contribution she has made is to help students discover that they can learn. "I know that once a student knows he can learn, no one can take that away from him." "My expectations are that every student entering Jefferson will achieve his or her goals in life." She also appreciates the opportunity to serve students and parents in the Southwest community.

Twice recognized by the Department of Education for its outstanding program, Jefferson Junior High School well represents the brilliant tradition of the President whose name it bears.

Mrs. White is the recipient of numerous awards and recognition for her professional contributions to education including: the McGraw Hill Leadership Prize, The Principals of Leadership Award, The First Distinguished Educational Award from the Washington Post, The Torchlighter Award, The Mayors Award, The Southwest Neighborhood Award, The National School Safety Award, Outstanding Principal Award from SOYA and The Prince Hall Free Masons Award for Excellence in Education. The greatest awards are the letters and notes she receives from the students she has helped along the way. Many of them are now attending Harvard, Yale, Princeton, Duke, Brown, Stanford, Georgetown, George Washington, and other colleges and universities.

Mrs. White is a member of Christ The King Church.

She is married to Blanchard S. White and they are the proud parents of three sons.

To: The Members of the Business Subcommittee on Empowerment.

Jefferson Junior High School of Washington, D.C., is a School of Distinction in Mathematics and Science. It is a school that reflects the most advanced thinking about how our students learn and excel in junior high school.

The primary "business" at Jefferson Junior High School is learning. (In our business, we focus on instruction only to facilitate student learning.) Our business requires that we know what should be learned, how learning occurs, and how to improve the school to enhance learning. Our business goals include developing quality students for promotion and creating and maintaining an optimal educational system for all students. Our business objectives include improving our learning system, producing and promoting high quality students, and identifying and removing barriers to constant improvement.

An alliance formed in 1989 between Jefferson Junior High School and COMSAT Corporation provided an opportunity for the development of a School of Distinction in mathematics and science.

We started by developing a 5 year strategic plan. One key feature in the development of the plan was the active involvement of the entire Jefferson family... administrators, teachers, staff, students, parents, and representatives of the community --in collaboration with COMSAT.

A second key feature included Habits of the Heart concepts that undergird the conviction that "all students can learn" when instruction is fashioned to individuals' learning styles and when the core of all curricula engages students in developing an understanding of how we come to know what we believe, and when we need to test and revise our thinking.

The third key feature was an agreement that the approach must be comprehensive and oriented to accommodate vast changes in conventional wisdom about learning styles, scheduling, school management, curriculum content, instruction, parental roles, assessments of learning, and community involvement.

The fourth key feature is that a significant component of the plan is devoted to standards, measurement and criteria for evaluating the success of the plan. Evaluation begins almost immediately and tracks students through Jefferson through high school and into post secondary school.

We have found that what works best for us is the following:

1. High Expectations
2. A curriculum that will provide additional student learning engagement time by providing a longer school day and through focusing on four subject areas.

   Time: (7:30 a.m. - 3:30 p.m.)

   Subject Areas (Math, Science, Technology and Humanities)

3. Classroom environments which encourage inquiry and problem-solving, questioning, exploring, investigating and reaching conclusions.

4. The establishment of the school-within-a-school math and science programs that provide opportunities for students to take higher mathematics and science classes (pre-algebra, algebra, geometry, and Algebra II) (biology and chemistry)

5. Interactive discipline instruction, team teaching, peer teaching, cooperative learning and

independent study

6. Assessment that emphasizes the application of knowledge, not memorization of facts.

Eight barriers to improvement of quality were slated for removal in this strategic plan. The barriers were:

a. the lack of appropriate human and fiscal resources
b. the need for the constant reteaching of the students prior to promotion
c. the existing status of the quality of entry level students
d. low teacher expectations for student initiative and for academic and social self-governing behaviors
e. the lack of the collection, use, and flow of information
f. the lack of a perceived connection between the world of work and school experiences
g. misunderstandings between schools and society
h. students' lack of identity with their heritage

Former students have successfully attended and graduated from:

Stanford	Brown
Harvard	Yale
Duke	Cornell

The rich choices and opportunities provided for students at Jefferson have led to their achievement.

What can be accomplished to make every student's education successful?

a. High Expectations
b. Human and Fiscal Support
c. Technology infusion
d. Teacher retraining
e. Curriculum and Instruction Restructuring
f. Parental/Community involvement
g. Connection between the world of work and school experiences

We have learned how to surmount the obstacles and strive for constant improvement of our students inspite of the obstacles. With the right business partnership, obstacles can be removed.

ISBN 0-16-057097-2